7th Standard EM English-1

by Karnataka Text Book Society

Karnataka Text Book Society

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(Revised)

7

Seventh Standard

Karnataka Textbook Society (R.)

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Preface

The Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi which in turn are designed on NCF – 2005 since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS, mathematics and 5th to 10th there are three core subjects namely mathematics, science and social science.

NCF – 2005 has a number of special features and they are:

1. Connecting knowledge to life activities
2. Learning to shift from rote methods
3. Enriching the curriculum beyond textbooks
4. Learning experiences for the construction of knowledge
5. Making examinations flexible and integrating them with classroom experiences
6. Caring concerns within the democratic policy of the country
7. Making education relevant to the present and future needs.

8. Softening the subject boundaries integrated knowledge and the joy of learning.
9. The child the constructor of knowledge

The new books are produced based on three fundamental approaches namely,

Constructive approach, Spiral Approach and Integrated approach

The learner is encouraged to think, engage in activities and master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination-oriented in their nature. On the other hand they help the learner in the all-round development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country, India.

The most important objectives of teaching language are listening, speaking, reading, writing and reference work. These skills have been given a lot of importance in all the language textbooks and along with the inculcation of these skills, fundamental grammar, and opportunities for learners to appreciate beauty and imbibe universal life values have been integrated in language textbooks. When learners master these competencies, they would stop studying textbooks for the sake of passing examinations. In order to help the learners master these competencies, a number of paired and group activities, assignments and project works have been included in the textbooks. It is expected that these activities would help the learner master communicative skills. Ultimately, it is expected that students master the art of learning to learn and to make use of these competencies in real life.

The Textbook Society expresses grateful thanks to the chairpersons, writers, scrutinisers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers in helping the Text Book Society in producing these textbooks. A few works of some writers and poets have been included in these textbooks. The textbook society is extremely grateful to them for giving their consent to the inclusion of these pieces in the textbooks.

Prof. G.S. Mudambadithaya, Coordinator, Curriculum Revision and Textbook Preparation, Karnataka Textbook Society®, Bengaluru

Nagendra Kumar, Managing Director, Karnataka Textbook Society®, Bengaluru

Preface

Note to Teachers:

The English Reader is designed for the students of seventh standard first language English. It is written based on the language guidelines of cooperative learning and constructivism envisaged in NCF 2005. The members of the textbook committee are practicing teachers of English, who have contributed immensely to bring out the book.

There are eight prose lessons and equal number of poems and three lessons for supplementary reading. The themes of the prose lessons and poems are drawn from the rich literature of English. The themes chosen for the study are from the innocence of adolescence to the Indian Mythology. The entry behavioral level and terminal performance of the learners are taken care of while designing the textbook. The language learners' needs, interests, aspirations, objectives of language and abilities of learners are also considered while preparing this text book.

All the lessons have a wide variety of activities to develop core linguistic skills such as listening, speaking, reading and writing. In addition to reference skills are also given lot of importance, skills like skimming, scanning can also be developed through the exercises given. Besides, these there are exercises on vocabulary, spelling, punctuation and composition.

The teachers have to study the lessons thoroughly before they are taught to the students. They must motivate the learners to appreciate the values, Indian heritage, the rich tradition and the achievements of the Indians. They must facilitate the learners to develop a flair for English language and love for Indian literature.

The Chairperson and the members of the textbook committee of seventh standard first language English text, express a deep sense of gratitude to the Director and his team of officers of DSERT, and to the Managing Director of the textbook society and his team of officials and Prof. G. S. Mudambadithya, Chief Co-ordinator and Smt. Shobha M.B. Asst. Director, Karnataka Textbook Society, Bengaluru, for their encouragement and cooperation.

I humbly extend my heartfelt thanks to the textbook committee members for their support and hard work in accomplishing the task in time.

Chairperson

Textbook Committee

Chairperson:

Dr. Shamayel Rezwan, Reader, Al-Ameen College of Education, Hosur Road, Bengaluru-27

Members:

G. Siddeshwara Prasad, English Teacher, Marimallappa's High School, Mysuru.

R.T. Ijeri, Head Master, B.L.D. & A's Girls' High School, Bijapur.

Smt. A. Padmini, Assistant Teacher, Sharada High School, Byatarayanapura, Bengaluru.

Dodda Mallaiah, Lecturer in English, Madhugiri P.U. College.

S. Agnes, Assistant Teacher, St. Joseph High School, Mangaluru.

Artist:

Shri Tharakesh, Drawing Teacher, Government High School, Bannitalipura, Gundlupet (T), Chamarajanagara.

Scrutinisers:

I.S. Nagaraja, Retd. Lecturer, A-202, Mantri Splendor Hennur Main Road, Bengaluru-77

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Prof. Rajendra Chenni, Professor, Department of English Shankaraghatta, Kuvempu University, Shivamogga.

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Dr. G.S. Mudambadithaya, Curriculum Revision and Textbook Preparation, Textbook Society, Bengaluru.

Chief Advisors:

Sri. Nagendra kumar, Managing Director, Karnataka Textbook Society, Bengaluru.

Smt. Nagamani, Joint Director, Karnataka Textbook Society, Bengaluru.

Programme Coordinator:

Smt. N.S. Sowmya, Asst. Director, Karnataka Textbook Society, Bengaluru.

About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka,in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: “The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints, and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self-inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined alongside with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served

in higher committees. At the same time, we thank all the supervising officers of the Textbook Society, who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

Narasimhaiah, Managing Director, Karnataka Textbook Society(R), Bengaluru

Prof. Baraguru Ramachandrappa, Chairman-in-Chief, State Textbook Revision Committees, Karnataka Textbook Society (R), Bengaluru.

Revision Committee

Chairman-in-Chief:

Prof. Baraguru Ramachandrappa, State Textbook Revision Committees, Karnataka Textbook Society, Bengaluru.

Chairperson:

Dr. Krishna K Manavalli, Professor, Department of English, Karnataka University, Dharwad.

Members:

Smt. Shobha.S.M, Lecturer, DIET, Chikkaballapur.

Smt. Sr.Daisy.A, Head Mistress, Sacred Heart High School,Bengaluru.

Sri. Anith Kumar, Asst. Teacher, GHS, Hejmadikodi, Udupi Dist.

Sri. Manoj Joyce, Asst. Teacher, GHS, Shettikere, Shivamogga Tq & Dist.

Smt. Snehalatha.N.H, Asst. Teacher, GHS, Yelahanka, Bengaluru.

Smt. Kavitha B Savadi, Asst.Teacher, GHPS Bairanahatti, Naragund Tq,

Smt. Suchitha.C, Asst. Teacher, GHPS Kasambi, Byadagi Tq, Haveri Dist.

Artist:

Sri. Hazarat Ali.U, Lecturer, Department of Fine Arts, Tumkur University, Tumakuru.

High Power Review Committee Members:

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Sri. Veerabhadra Kodi, Retd. Prof. Department of English, P.G centre, Rani Chennamma University, Vijayapura.

Smt. Elenuru Geethamala, Prof. Department of English, Rural First Grade College, Faridabad, Kalaburagi.

Sri. Robert Jose, Prof. Department of English, Vijayanagara, Sri Krishnadevaraya University, Ballari.

Chief Advisors:

Sri. Narasimhaiah, Managing Director, Karnataka Textbook Society, Bengaluru.

Smt.C. Nagamani, Deputy Director, Karnataka Textbook Society, Bengaluru.

Programme Coordinator:

Smt. N.S. Sowmya, Assistant Director, Karnataka Textbook Society, Bengaluru.

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Unit 1 A Tiger in the House

-Ruskin Bond

A. Pre-Reading Activity: Listening and Speaking

Listen to what your teacher says and then answer the questions she asks you.



Look at this picture. A forest guard is holding a pair of cheetah cubs in his hands. Poor things, they were abandoned by their mother. Why did she do that? We don't know. But what will this man do with them? He will take them to his officer who will send them to a veterinarian for a check-up. The doctor will tell their age and the state of their health. Perhaps he will also tell them whether they are cheetahs or leopards. Do you know that in olden days people trained cheetahs to hunt deer? But what will happen to these poor cubs now? What will the forest department do in a case like this? Ask your teacher about these things.

B. Reading: Read the story at home first and then, in the class, follow the teacher's model reading. Keep reading it at home again and again.

1. **TIMOTHY, THE TIGER CUB,** was discovered by Grandfather on a hunting expedition in the Terai Jungle near Dehra. At first the tiger cub, who was named "Timothy" by Grandmother, was brought up entirely on milk given to him in a feeding bottle by our cook, Mahmoud. But the milk proved too rich for him, and he was put on a diet of raw mutton and cod liver oil, to be followed later by a more tempting diet of pigeons and rabbits.
2. Timothy was provided with two companions - Toto the monkey, who was bold enough to pull the young tiger by the tail, and then climb up

the curtains if Timothy lost his temper; and a small mongrel puppy, found on the road by Grandfather.

3. At first Timothy appeared to be quite afraid of the puppy, and darted back with a spring if it came too near. He would make absurd dashes at it with his large forepaws, and then retreat to a ridiculously safe distance. Finally, he allowed the puppy to crawl on his back and rest there!

4. One of Timothy's favorite amusements was to stalk anyone who would play with him, and so, when I came to live with Grandfather, I became one of the tiger's favorites. With a crafty look in his glittering eyes, and his body crouching, he would creep closer and closer to me, suddenly making a dash for my feet, rolling over on his back and kicking with delight, and pretending to bite my ankles. was by this time the size of a full-grown retriever, and when I took him out for walks, people on the road would give us a wide berth. When he pulled hard on his chain, I had difficulty in keeping up with him. His favourite place in the house was the drawing room, and he would make himself comfortable on the long sofa, reclining there with great dignity, and snarling at anybody who tried to get him off.



5. Timothy had clean habits, and would scrub his face with his paws exactly like a cat. He slept at night in the cook's quarters, and was always delighted at being let outby him in the morning.



6. “One of these days,” declared Grandmother in her prophetic manner, “we are going to find Timothy sitting on Mahmoud’s bed, and no sign of the cook except his clothes and shoes!”
7. Of course, it never came to that, but when Timothy was about six months old a change came over him; he grew steadily less friendly. When out for a walk with me, he would try to steal away to stalk a cat or someone’s pet Pekinese. Sometimes at night we would hear frenzied cackling from the poultry house, and in the morning there would be feathers lying all over the veranda. Timothy had to be chained up more often. And, finally, when he began to stalk Mahmoud about the house with what looked like villainous intent, Grandfather decided it was time to transfer him to a zoo.
8. The nearest zoo was at Lucknow, two hundred miles away. Reserving a first-class compartment for himself and Timothy no one would share a compartment with them. Grandfather took him to Lucknow where the zoo authorities were only too glad to receive as a gift a well-fed and fairly civilized tiger.
9. About six months later, when my grandparents were visiting relatives in Lucknow, Grandfather took the opportunity of calling at the zoo to see how Timothy was getting on. I was not there to accompany him, but I heard all about it when he returned to Dehra.
10. Arriving at the zoo, Grandfather made straight for the particular cage in which Timothy had been interned. The tiger was there, crouched in a corner, full-grown and with a magnificent striped coat.
11. The tiger approached the bars, and allowed Grandfather to put both hands around his head. Grandfather stroked the tiger’s forehead and tickled his ear, and whenever he growled, smacked him across the mouth, which was his old way of keeping him quiet.



12. He licked Grandfather’s hands and only sprang away when a leopard in the next cage snarled at him. Grandfather shooed the leopard away, and the tiger returned to lick his hands; but every now and then the leopard would rush at the bars, and the tiger would slink back to his corner.
13. A number of people had gathered to watch the reunion when a keeper pushed his way through the crowd and asked Grandfather what he was doing.

 “I’m talking to Timothy” said Grandfather. “Weren’t you here when I gave him to the zoo six months ago?”

 “I haven’t been here very long,” said the surprised keeper. “Please continue your conversation. But I have never been able to touch him myself, he is always very bad tempered”.

 “Why don’t you put him somewhere else?” suggested Grandfather. “That leopard keeps frightening him. I’ll go and see the Superintendent about it.”
14. Grandfather went in search of the Superintendent of the zoo, but found that he had gone home early; and so, after wandering about the zoo for a little while, he returned to Timothy’s cage to say goodbye. It was beginning to get dark.
15. He had been stroking and slapping Timothy for about five minutes when he found another keeper observing him with some alarm. Grandfather recognized him as the keeper who had been there when Timothy had first come to the zoo.

 “You remember me”, said Grandfather. “Now why don’t you transfer Timothy to another cage, away from this stupid leopard?”

“But-sir-” stammered the keeper, “it is not your tiger.”

“I know, I know”, said Grandfather testily, “I realized he is no longer mine. But you might at least take a suggestion or two from me.”

“I remember your tiger very well”, said the keeper, “He died two months ago.” “Died!” exclaimed Grandfather.

“Yes, sir, of pneumonia. This tiger was trapped in the hills only last month, and he is very dangerous!”

16. Grandfather could think of nothing to say. The tiger was still licking his arm with increasing relish. Grandfather took what seemed to him an age to withdraw his hand from the cage.

 With his face near the tiger’s he mumbled, “Goodnight, Timothy,” and giving the keeper a scornful look, walked briskly out of the zoo.

New words:

Abandoned: left completely and forever

Veterinarian: doctor trained to treat sick animals

Expedition: journey for a certain purpose

Tempting: attracting

Mongrel: dog whose parents were of different breeds

Spring: move quickly, jump

Ridiculously: funny; absurd

Absurd dashes: a sudden quick run that looked funny

Amusement: something that Timothy enjoyed doing

Crafty look: cleverly deceitful look

Retriever: middle-sized hunting dog

Gave a wide: stayed at a safe distance berth

Prophetic: manner of saying things in advance

Manner frenzied: here, extremely disturbed

Stalk: follow quietly as if hunting

Had been interned (v): having been put under restriction

Snarled: showed the teeth and made a deep angry noise in the throat

Alarm: fear

Testily: impatiently

Realized: understood and believed

Increasing relish: more and more liking

Scornful look: look of disrespect

C. Speaking, Reading and Writing:

Converse about these points in the story with your partner. Take turns to ask or answer the questions given below. Explain to your partner why you think your answer is correct. Quote from the text if necessary.

1. When did Grandfather discover the tiger cub? Who named him "Timothy"? Who fed him? What was Timothy's diet?
2. Who were Timothy's two companions? How did they show him that they were not afraid of him?
3. Timothy was friendlier with Toto than with the puppy. (True/Not True)
4. When the boy took Timothy out for walks why did people in the street give them a wide berth?
5. Timothy had an air of superiority about him. (True/Not True)
6. Timothy's wild nature came out gradually. (True/Not True)
7. Everyone took Grandmother's warning seriously. (True/Not True)
8. What changes in Timothy made Grandfather decide to transfer him to a zoo?
9. Why did Grandfather say to the tiger, "Good night Timothy"?
10. Why did the tiger begin to lick Grandfather's hand with more and more relish?
11. Why did Grandfather give a scornful look to the keeper? (Scan paragraph 13 for the answer)

D. Role-Play:

Read these imaginary conversations. Find their context and tell it to your partner. Then you and your partner can play the roles of the people and animals that are conversing.

- “Come up here and catch me if you can!”

“Come down and see what I will do to you.”

- “Hey, look at that strange dog!”

“Wait, Oh No! Come, let us cross over to the other side!”

- “Hello! Sir, what are you doing?”

“Oh! Hello! You know me, don’t you?”

“Come back!”

“I will, in a moment. Don’t worry.”

E. Checking your vocabulary:

Supply the missing words in the following sentences:

1. Grandfather knew no one would have a tiger as a cotra _____ r.
2. The onlookers thought Grandfather and the tiger were c _____ e friends.
3. The tiger was rel _____ d, but the leopard was tense.

F. Grammar:

a. The Adverb Clause of Time

These clauses refer to time, that is, either a point of time, or a period of time.

Adverbs and Adverb Phrases introduce Adverb Clauses of time.

Exercise:

Fill in the blanks choosing the appropriate adverbs or adverb phrases given below:

(When, as, while, till [or until] after, since, as long as, whenever, and once)

1. _____ I go to the zoo I do not forget to say “hello” to my tiger.

2. He was shocked _____ I went near the tiger.
3. _____ I was relaxed the tiger was also relaxed, but _____ I showed signs of nervousness the tiger became nervous too.
4. _____ I gave my hand to it the tiger began to lick it.
5. I haven't seen my tiger _____ it ran away from our house.
6. _____ I was saying "goodbye" to my tiger the superintendent came.
7. _____ I was petting the tiger the leopard in the next cage snarled at him.
8. "Wait _____ I ring you up," the zoo superintendent said.
9. We waited for the tiger _____ it was dark.
10. They had left _____ we reached there.
11. I came just _____ he had hit six sixes in that over. I missed it.

2. Questions ending with Prepositions.

A Preposition shows the relation of one word to some other word or words in a sentence.

The most important prepositions are - in, at, by, from, for, of, on, to, up, till, until, with, above, before, behind, between, into, against etc.

Supply the missing prepositions in the dialogues given below-

1. Grandmother: Where is Timothy?

 Mother: He has gone out.

 Grandmother: Gone out? Who _____?

 Bond: _____ Mahmoud.
2. Mahmoud: Grandfather was shouting _____ me.

 Mother: What _____?

 Mahmoud: _____ not tying up Timothy.
3. Bond: Grandfather has brought home a tiger cub!

 Grandmother: A tiger cub? Where _____?

Bond: _____ the jungle.

4. Superintendent: Sir, why are you standing _____ that cage?

 Grandfather: I have been conversing my _____ Timothy.

 Superintendent: Really? _____ how long?

A Joke:

Father: Son, never use a preposition to end a sentence with.

Son: Father, what did you do just now!

G. Writing:

Look at this newspaper report :

Leopard goes to school in Mysore, shifted to zoo.

(Heading of a news item in “Deccan Herald” April 3, 2013)

A News Reporter is presenting this news item in a humorous way. But this is a serious matter. You might have read about other incidents like this. We think this is a problem for us. But isn’t it a problem for them too?

Discuss with your teacher why wild animals stray into villages, and even cities. Suggest what we should do about it. Write a paragraph on this topic.

About poet:



[Ruskin Bond: Indian author of British descent. (Born: 19.5.1934) Awarded Sahitya Academy Award (1992); Padmashree (1999) for his contribution to Children’s Literature. He now lives with his adopted family in Landor, near Missouri]

SELF-RELIANCE

(For Memorization)

-Kathleen Delicato

A. Pre-Reading Activity

Many factors help a person to attain success. Complete the chart of bubbles with the factors which help you make your life meaningful.

To win in Life

Self-confidence

H _____ w _____

S _____ r _____

Gene _____

Self-sa _____

Contentment

Self-dis _____

After completing the chart of bubbles, name some people who had these qualities.

(This poem tells you how self-reliance helps a person win in life. The poet wants to depend upon herself even if she fails sometimes. She says she can ask others for their opinions, but ultimately it is her self-confidence which helps her to take the royal road to success.)

B. I realize now that I am alone.

On myself I must learn to rely.

I have to begin to stand on my own.

If I fail I must continue to try.

I can ask others for their opinions.

But ultimately it’s I who’ll decide.

I’ll be the ruler of my dominion,

Determining which road I’ll take with pride.

Though some may disagree with my choices,

Thinking they know a better path to take.

Though people in abuse raise their voices,

It’s up to me my destiny to make

By being true to myself I begin

To learn how to stand alone: how to win.

C. New words

Rely: trust or have faith

Dominion: territory with one ruler

Determine: decide

Path: route, course of action

Abuse (n): unkind, cruel words

Destiny: fate

D. Comprehension

a. Answer the following questions in a sentence or two each:

1. Who is the speaker in the poem?
2. Who is alone in the poem?
3. What does the speaker decide to do if she fails?
4. Who is the ruler of the speaker’s kingdom?
5. How can the speaker convert her choice into a victory?

b. Answer the following questions in a paragraph each.

1. Which line of the poem do you like? Why?
2. Ask your partner what self-respect/self-confidence/self-reliance is.
3. How can you show to others that you have these qualities? Give some examples. Write down what you said.
4. According to the poet, what should we do to win in life?

E. Writing

Discuss these newspaper headlines with your teacher. Add to each statement one or two sentences of your own.

a. Paper distributor Prerana gets the first rank in P.U. exam.

b. All-women crew to fly Air India flights.

c. Indian sailor all set to circumnavigate the globe.

d. Arunima Sinha, first Indian amputee to scale Everest.

(Courtesy: Deccan Herald)

I wonder

-Jeannie Kirby

Read and Enjoy:

I wonder why the grass is green,
And why the wind is never seen?
Who taught the birds to build a nest,
And told the trees to take a rest?
O, when the moon is not quite round,
Where can the missing bit be found?
Who lights the stars, when they blow out,
And makes the lightning flash about?
Who paints the rainbow in the sky
And hangs the fluffy clouds so high?
Why is it now, do you suppose,
That Dad won’t tell me, if he knows?

Unit 2 A Soldier's Son

-Shobha Ghosh

A. Pre-Reading Activity:

Listening and speaking

Read the passage given below at home and be ready to listen to your teacher's narration of it in class. Then answer her questions.

The other day I read in a newspaper about a brave act of a small girl. This girl, Amina, saw a child slip and fall into a sump. Without a moment's hesitation she jumped into the sump. The sump was six feet deep and full. Amina is three feet and she just jumped. Holding her breath and wildly kicking her feet, she somehow managed to throw the child out and then she climbed up.

Both the mothers came running. Ramachandra's mother hugged Amina and dried her hair with the end of her sari. Amina's mother tended the gasping child. Lakshmi hugged Amina again and again and shed tears on her head. Both women are labourers in that building site.

This is bravery.

Now the story you are going to read tells you about another kind of bravery. It tells you about a young boy's passionate will to save his country from enemy attack. The boy performs a deed of patriotism.

B. Reading:

Read the following story at home and be ready to follow your teacher's model reading in class. Read the story again at home to strengthen your reading ability.

1. The plane was veering and shuddering in the sky. It was losing height rapidly and hurtling towards earth. It would be a matter of minutes before it crashed. A figure fell out of the fiery object that was plummeting down to earth. A white structure mushroomed and opened like a flower in the sky and the man floated gently down with the wind to the ground.



2. A small boy, ten or twelve years old, had been watching the plane for some time. The boy emerged from the clump of trees. He had seen the plane shot down by enemy fire and the pilot parachute down from the flaming plane. He came out from the darkness of the trees and reached the wounded pilot.
3. “Come with me, Sir. The enemy will be here any minute. There is no time to lose. There is an army camp nearby. You will be safe there.”
4. The pilot staggered, tried to take two or three steps but collapsed to the ground.” I can’t walk. My legs are probably fractured. Can you do something for me?”
5. The child could see it was with great effort that the man could talk. “Yes, Sir, I will do anything you want.”
6. “You are small. Better take a chance,” he muttered under his breath.
7. “Not a chance, Sir, a certainty. What do you want me to do?”
8. The man’s hands were bleeding. He fumbled inside his pocket and took out a packet of papers. “Take this to the Commanding Officer of the army unit,” he said. “Tell him this must reach the Air Force Station, Ambala, by night. Tell him to take care of it and make sure it reaches Ambala on time. Now run for your life. You must avoid the enemy. Will you be able to do it?”
9. “Yes, Sir, I will do it. But you? The enemy will catch you”
10. “Don’t worry about me. I can escape. I will try and distract them. You run and handover the packet.”

11. “Yes, Sir,” said the boy with a smart salute. The man could not help smiling although he was grimacing with the pain of his injuries. He began to crawl away from the boy in the opposite direction.
12. The small figure streaked across the open space back to the trees from which it had emerged. The enemy, however, had seen him. A few of them gave chase and shot at him. The cartridges fell everywhere around him. The child ran fast and was lost to sight. The enemy gave up and turned their attention to the crawling figure of the pilot.
13. A few minutes later, the little boy stood at the sentry post of the army unit. “Take me to the Commander Saheb. There is something I have to deliver to him.”
14. “Little boy, you cannot go to the Commander Saheb. No one is allowed to go to his room unless it is very important.”
15. “What I have is very important. It is from the pilot whose plane was shot down.”
16. “You mean the plane that just crashed? A rescue party has gone to look for him”.
17. “Yes. I had gone there to bring him back to safety. The enemy was after him. He was injured and couldn’t walk. He gave me a packet. I must guide the C.O. to the officer and show him where the enemy lines are.”
18. The sentry spoke into the field telephone. A sepoy came to the sentry post and took the boy to the Commander Saheb.
19. “Who are you?” “And why did you want to see me?” the Commanding Officer asked.
20. “My name is Maqbool Butt. My father was awarded a medal for bravery. He died fighting for the nation. My mother and I live here now. I was watching the plane when I heard an anti-aircraft gun fire and saw the plane become unsteady. I saw him fall to the ground. I knew I must save him. The enemy was just a little distance away. I ran to bring him back by a shortcut. When I reached him I found that he could not walk. He was bleeding profusely. He told me not to worry

about him, but to try and get this packet to you and tell you that it must reach Ambala tonight. It is very important."

21. "Son, weren't you afraid of the enemy?"

 "My father told me never to be afraid of the enemy. They can't do a thing if our number is not written on the bullet."

22. "Good! You are indeed the brave son of a brave soldier. Has the enemy been able to catch the pilot?"

23. "I don't know, Sir. I couldn't wait to see. I had to carry out my orders first. I know where he fell. I also know where the enemy lines are. I can guide you to it by a short cut so that you can intercept them and cut off their retreat. We must go at once, Sir. The enemy came on foot. If you take jeeps you will be able to surround them and catch them."

24. "Instructions noted, Sir, action will be taken," smiled the Commanding Officer.

25. Five minutes later the group of enemy soldiers found themselves surrounded by jeeps. There was no escape. One of them started to run, but realized that it was of no use. Throwing down his gun he raised his hands above his head. The enemy was rounded up and the pilot rescued. He was bleeding for he had been dragged along when he failed to rise and walk even when prodded with bayonets. He was muttering something incoherently "Boy…packet…" He could say no more. The pilot was taken to the Military Hospital at once.

26. "Maqbool, thank you my brave son. Now you must be taken home. Your mother will be worried about you."

27. "I am Maqbool Butt, son of India. This is my land and these are my brothers. It is here that I was born and nurtured. My father's blood is mixed with the soil of this land and my mother's tears water the earth on which our crops grow. My loyalty rests here with my brothers, blood relations of the soil, for we have broken bread on the same land."

28. The boy, who had been standing, crumpled up all of a sudden and fell down. The enemy fire had hit his leg and blood was dropping from the wound. The Commanding Officer gathered the fallen figure in his arms

and carried the child to the ambulance. The boy stirred and grimaced with pain. Major Dogra moved swiftly to him and gently eased his leg into a more comfortable position. The Commanding Officer frowned in worry. His eyes brimmed with tears.

29. Maqbool smiled through his dirt-streaked face. “A soldier never weeps, Sir.”
30. Another voice from somewhere faraway, lost in the distant years seemed to say, “A soldier never runs from the enemy, father, you told me so. He must face the bullets even when they tear his chest to shreds.”
31. “Yes, my son, a soldier must not weep, but a father’s heart weeps and bleeds with the blood of his son. I received the P.V.C. for my son in the 1971 war.”
32. He must have been very brave. You too are very brave. Sir, don’t worry. It will be all right. I am a soldier’s son and I too will become a soldier when I grow up.
33. “You, my child, are a soldier already, aren’t you?” We are proud of you and hope that someday you will lead our army with the same daring and courage that you have shown today.”

New Words

Bravery: fearlessness, readiness to suffer danger and pain.

Gasping: catching breath suddenly and in a way that can be heard because of fear and shock.

Hesitation: slowness in deciding what to do.

Grimacing: showing pain which makes the face unnaturally twisted.

Incoherently: not clear and hard to understand

Passionate will: strong and deep feeling combined with strength of mind.

Plummet: fall steeply, suddenly.

Staggering: having trouble standing or walking.

Rescue party: party sent to save the pilot from harm.

Streak: move very fast.

C. Speaking and writing

Take turns with your partner and ask or answer these questions. Explain to him or her why you think your answer is correct. Quote from the text wherever necessary. Write down your answers.

1. Explain in your own words how the pilot saved himself.
2. The boy saw the plane only after it had been shot. (True/Not True)
3. In English, nouns are commonly used as verbs also. Point out to your partner two such verbs in paragraphs 1 and 2.
4. Where was the pilot flying to when his plane was shot?
5. Why did the enemy shoot at the boy?
6. The sentry had seen the plane crash. (True/Not True)
7. Maqbool Butt was a patriot's son. (True/Not True)
8. "They can't do a thing if our number is not written on the bullet" - Explain this statement to your partner.
9. The boy knew what the officer did not know. (True/Not True)
10. The commanding officer said something humorously. What was that?
11. How did the commanding officer and the Major tend the boy?
12. A distant voice came to the officer's ears. Whose voice was that?
13. What was Maqbool's ambition?

D. Word Formation

Make Compound Nouns using the words given.

Example: post _____, postman, postmaster, postcard, post- office, postmark, post-paid.

a. life: life-b _____ y; life- s _____ e;

life- g _____ d; life-j _____ t;

life- l _____ e; life-l _____ g;

life- s _____ z _____ ; life t _____

Use a good dictionary if necessary.

E. Grammar: The Noun Clause

Seven examples of noun clauses are given below. Study them and know the grammatical functions of the noun clauses.

1. He will never come here again. He told me so.

 (These are (simple) sentences.)

 He told me (that he would never come here again).

 (This is a complex sentence. The italicized clause is a noun clause. It is the object of the verb phrase ‘told me.’)

2. Where did I put my necklace? I don’t remember.

 I don’t remember (where I put my necklace).

 (Object of the verb “remember”)

3. She told me that. It was not true.

 (What she told me) was not true.

 (Subject of the verb “was”)

4. He is going to say something now.

 Everything depends on it.

 Everything depends on (what he is going to say now).

 (Object of the preposition “on”)

5. The girl saved the child from drowning.

 This was how she did it.

 This was (how the girl saved the child from drowning).

 (Complement of the verb “was”)

6. “Increase our wages. This is our demand,” we said.

 It was accepted by the management.

Our demand (that our wages should be increased) was accepted by the management.

(In opposition to the noun “demand”)

7. “My son will win a medal,” he said. He was certain about that.

 He was certain that his son would win a medal.

 (Complement of the adjective “certain”)

We sometimes say things in (simple) short sentences and sometimes in long (complex) sentences. This is what these seven sentences are doing here.

The underlined parts in the long sentences are called noun clauses in grammar.

Exercise l.

Look at these pairs of sentences. Rewrite them as complex sentences with Noun Clauses.

Underline the Noun Clause.

A. Where have I left my bicycle? Ah! I remember it.

B. They caught the thief with the jewels.

This is how they did it.

C. Do something now. Everything depends on it.

D. He was saying something about his troubles.

I listened to him.

E. “My son will win a prize in the high jump event.

I am certain of that,” she said.

Exercise 2.

The noun clause begins with “that” or what we may call “Wh words.” Fill in the blanks with the appropriate words given in the brackets.

(Why; that; whether; where; how; when)

Newspaper Reporter: Why have you people become factory workers?

Devaiah: We lost our fields. This is the place _____ we used to grow Ragi.

Krishnappa: They said _____ we should sell our fields, and we had to sell them.

Rajanna: That is _____ we lost our fields.

Krishnappa: That is _____ this factory came up here.

Devaiah: That is _____ we have become factory workers.

Rajanna: We don't know _____ our children will ever become farmers again.

Prefixes and Suffixes

The cloud carries words which can be joined to the prefixes and suffixes in the bubbles. Make as many words as possible by trying out different combinations. Sometimes both a prefix and a suffix can be used to make longer words. Observe how the meanings of the words change after you have added affixes to them.

a. justice, active, fortune, child, health, regular, graph, fortunate, successful, graduate judge, accurate, equip, quick, appear, race, responsible, direct

b. mis, ir, um, in, dis, ment, under, post, ish, auto, ly, ic

F. Writing

Maqbool Butt received an award for bravery that year. On the Republic day, the President presented the medal to him.

Now, you imagine that you are the reporter of your local newspaper. Write a short report about Maqbool's bravery.

Read and enjoy:

One morning a cat came out with her two kittens for a stroll along the footpath. For some reason the mother cat fell behind and the kittens started running, playing and chasing each other. The mother followed shouting, "Children, stop. Don't run. Keep to the footpath. Don't stray into the street."

Suddenly, a big black dog waylaid the kittens and began to bark loudly. Frightened, the kittens ran back to their mother. The angry mother strode up to the barking dog, stood before him, barked loudly, and silenced him.

Then she turned to her kittens and said, “Children, this is why, this is the reason why, I always tell you, I keep telling you that it is good to learn a second language.”

(This story is popular among English teachers, but the author is not known)

If

(“Giving” is important in life. To give someone something you must yourself be kind, strong and charitable. You must not be hesitant.)

If you have a kind word to say,

Say it now.

If you have something to give,

Give it now.

If you can make someone glad,

Or another less sad,

Do it now, do it now, do it now.

If there’s good news to give,

Give it now.

If there is friendship to show,

Hope you can raise,

Or someone you can praise,

Do it now, do it now, do it now.

If you have trust to bestow,

Give it now.

If there’s courage to give,

Pain you can ease

Or someone you can please,

Do it now, do it now, do it now.

Refrain:

Now before it is too late

Now’s the time for the good deed,

Do not wait until tomorrow,

For it may be just a little too late.

-Anon.

Glossary:

Bestow on someone: (formal use) give someone

Pain you can ease: free someone from pain or worry

A. Talking about the poem

Take turns with your partner to ask or answer these questions. Explain to him/her why you think your answer is correct. Quote from the poem if necessary.

1. The poet is addressing a kind man. (True/Not True)
2. The poet is not talking about the good deeds that we can do. (True/Not True)
3. How can you make someone glad? Or someone less sad? Can you give an example each?
4. The poet is saying you should praise people in order to gain favor. (True/Not True)
5. The poet is saying you have to be strong yourself to do good to others. (True/Not True)
6. A. The poet is assuming you may not have a forceful personality.

 B. The poet is advising you to develop a forceful personality. (Underline the True statement)
7. Look at the good qualities given below :
 a. kindness;
 b. charity;
 c. broadmindedness;
 d. helpfulness;
 e. trustworthiness;

f. friendliness

g. courage;

h. mercy

Do you know someone who has any of these qualities? Give an example. Remember Maqbool Butt. He had three of these qualities.

8. The poet is telling us what correct behavior is. (True/Not True)
9. The general idea of the poem is that procrastination is good. (True/Not True)
10. “Procrastination is the Thief of Time.” (English Proverb)

 Discuss the meaning of this proverb with your teacher. What “figure of speech” is used here?

Note:

Procrastinate: delay, without good reason, doing of some necessary act; delay action keep on putting off action.

B. Writing: Write a short paragraph on the proverb “Procrastination is the Thief of Time.”

Unit 3 A Letter from a Mother

-Mary Ann Cain

A. Pre-Reading Activity: Listening and Speaking:

Listen to what your teacher says and then answer his/her questions.

You are all in class seven. You come to school from your homes, don't you? Is any one of you living in a hostel? Do you have a brother, or a sister, or a friend who is living in a hostel?

At home, parents look after their children. What about children living in hostels, that too in distant places? How do parents keep in touch with them?

Parents write to their children regularly. Both feel they are talking to each other.

In this letter, a mother talks to her daughter.

B. Reading:

Read this letter at home first. Follow your teacher's model reading in class. Then answer her questions.

Dear Poonam,

1. It is strange to write because I am so used to you being close by. We say a lot without words, you know? But now you are away, and I can't help but think of how you're growing up so quickly. So, this is only the first of more and more times apart until, like a bird, you will be ready to fly away. It will be my greatest joy to see you strong and confident, even as it brings me sorrow to be apart.



2. Being apart may be a good thing in this way - it makes me put into words those things I feel and think but don't say. For instance, it pleases me that you are so strong-minded and persistent, you are not easily discouraged, even when you don't succeed at first. Remember

the time when you couldn’t do your multiplication tables? The teacher was going faster than you could manage and you felt bad that you were unable to keep up. But you made your own study cards and asked me and Daddy to help you. And when you succeeded, finally, in learning those tables, you were independent enough to think through your problems but responsible enough to ask for help to learn.

3. I know you are in new surroundings, with new people, at your hostel, and the way things are done at home are not the same there. You have to be careful to look after yourself since no one is going to ask you how you are or care about your comforts.
4. You have to speak up for what you need because the hostel warden can’t give you the attention you receive at home. At the same time, you need to watch out for others, help them to help themselves.
5. Don’t think you are the only one with needs. Everyone will feel as you do, because it is a new situation for them all. If you feel homesick you may find helping someone else through their homesickness will help you feel better yourself.
6. I want you to make the best of this experience, and I know you can. I also know that a new situation brings confusion because you are learning new ways to act. Don’t be afraid to try new activities or introduce yourself to new people.
7. Look after your own happiness without waiting for someone to look out for you. But don’t forget to look out for others’ welfare, too.
8. You always have done this before, but now that you are on your own, I want to remind you that you are capable of such a responsibility. Don’t let new surroundings confuse you too much.
9. Take your time to adjust, but don’t forget to be aware of other’s feelings even as you discover your own.

Please write soon.

Love,

Mom.

C. Listening, Speaking and Writing

Take turns with your partner, sitting next to you, to ask or answer these questions. Explain why you think your answer is correct. Quote from the letter wherever necessary. Write down your answer.

1. This is a letter written by a father to his daughter. (True/Not True)
2. What do you think the age of the daughter in this lesson could be?
3. It is somewhat painful for both parents and the child to be separated. (True/Not True)
4. Why do you think the daughter has gone away from home and is living in a distant place?
5. The mother says, “This is the first time apart.” What does she mean? Explain this to your partner.
6. The mother says, “…you will be ready to fly away.” Explain what she means.
7. The mother praises her daughter for her six good qualities. What are they? Scan paragraph 2 and find them. Explain why she praises her so.
8. An example of the daughter’s good behavior is given. What is it?
9. Imagine you are living in a hostel. Tell your partner about your life there.
10. Learning to look after oneself is learning to feel dependent. (True/Not True)
11. Poonam once said to her hostel mate: “Speak up for your needs. Why are you hesitant?” (True/Not True)
12. What is homesickness? Have you ever felt homesick?
13. Look at the third sentence in paragraph 5. Rewrite it as three simple sentences.

 Begin like this –

 Are you _____

 If so _____

That may _____

14. What good qualities can hostel life develop, according to Mary Ann Cain? Give examples. (You can use these words: broadmindedness, sympathy, helpfulness)
15. The mother tells her daughter: “It is good to be an introvert.” (True/Not True)
16. Is it good to be an introvert or an extrovert? Tell your partner about this.

D. Grammar:

Use of “may”, “can” and “must” These verbs usually go with their main verbs. They help you to express the meanings in which the main verb is used. These verbs are called “modals”.

1. May:

a) (Permission)

Use “may” to ask for permission and give permission. Example: May I come in, Sir? Yes, come in, but don’t come late tomorrow again.

b) (Possibility)

Use “may” to say that something will possibly happen. Stress “may” to indicate possibility. You need not stress “may” to indicate permission.

Example: Can you swim? You can’t? Then don’t bathe in the sea here. It is deep here. You may drown.

c) (Benediction)

Your elders use “may” to wish you well. This use is formal.

Example: May God bless you! May God grant you happin“May” is also used to wish or pray that something bad is destroyed.

Example: May the evil thought perish!

d) (Malediction, Curse)

(Twilight. The battleground of Kurukshetra, after the war. Two poor women are searching for their sons’ dead bodies)

Example:

Woman 1. “May the Kauravas perish!”

Woman 2. “May the Pandavas perish!”

(Scene taken from KUVEMPU’S Smashana Kurukshetra)

2. Can: a) (Ability)

Use “can” to say that someone is able to do something.

Example:

Ramu: Brother, I want your bicycle today.

Bheemu: Why?

Ramu: Because I have to cycle to school today. It is late, you see.

Bheemu: But can you ride my bicycle?

Ramu: Yes, I can.

Bheemu: No, you can’t. It is too big for you.

b) (Capability, Accomplishment)

Use “can” to say that someone is capable of doing something

Example:

A. Can you speak English?

B. I can read English, but I can’t speak English. (“can” here means “know how to”)

c) (Permission)

Use “can” to ask for permission and give permission.

Example:

Son: Father, can I use your watch today?

Father: You can, but why do you want it?

Son: Our exams start today.

Father: Oh! Here, take it. Don’t leave it on the desk. And don’t leave any questions unanswered.

d) (Possibility)

Use can to mean “possibility”

Example: Sorry, sir, in my ten years’ service, I have never made a mistake. Don’t worry, Gaffoor, even expert drivers can make mistakes. (“Can” here means “sometimes”)

e) (Impossibility)

Use “can’t” to indicate “impossibility”.

Example: He says he is poor. The other day he was asking me for a loan. That can’t be true. I have seen him travelling in luxury buses.

Exercise:

Work with your partner and supply the missing Modals _ “may”, “will” or “can” _ in the dialogue given below:

Grandmother: (grandma :) We are going to Ragigudda Temple, Ravi.

Ravi: You _____ have to climb one hundred steps there, Grandma _____ you do that?

Grandmother’s Friend: That _____ be difficult for me Shantha, but it _____ be difficult for Veena.

Grandmother’s Friend: Is this a new car, Ravi?

Ravi: Yes, it is, Veena Aunty, (a:nti) Bless me. (Touches their feet)

Grandma and friends: _____ God bless you.

Ravi: Mother _____ I take grandma and aunties to Banashankari Temple?

Mother: Yes, but drive safely, Ravi.

Ravi: I _____, mother.

(After the trip)

Mother: Did you have a good trip?

Grandma: Yes, we did, Malathi.

Friends: We must thank Ravi for that.

Ravi: Oh, no, Leela Aunty. It was a pleasure to me.

Mother: Ravi, do you know? Veena is flying to her grandson's place in France, this Sunday.

Ravi: Take care, Veena Aunty.

Mother: Oh, she _____ take care of herself. She _____ speak French.

E. Use of Words

1. **Write the noun forms for the verbs given:**
 a. choose - choice;
 b. live - _____
 c. lose - _____
 d. sing - _____
 e. speak - _____
 f. run - _____
2. **Write two sentences for each pair of verb and noun:**

 Example: She always chooses her dresses well. Her choices are always good.
3. **Write the verbs for the nouns given:**
 1. bath - bathe;
 2. food - _____;
 3. sale - _____;
 4. cheer - _____ _;
 5. check - _____;
4. **Write two sentences for each pair of words:**

 Example: Has she had her bath?

 No, she is bathing the baby.

"ODD ONE OUT"

(A person or thing differing from all other members of a particular group or set in some way)

5. **Circle the odd one out and tell your partner the reason for doing so –**

Economics, economist, sociology, history

Drama, singer, actor, dancer

Sledge, igloo, fur, Eskimo

Tiger, cheetah, leopard, cub

F. Writing: An extrovert is more suited to hostel life than an introvert. Explain this to your partner. Write a paragraph on this topic.

Note: An introvert is a person more interested in his own thoughts and feelings than in things around himself. An extrovert is a person who is more interested in what goes on around him than in his own thoughts and feelings.

Meadow Surprises

(Walk across a green field, a park, or even under a clump of trees, and you will notice many wonderful things. What are some of the surprises a meadow has for someone with a keen eye and a sharp ear?)

A. Meadows have surprises,

You can find them if you look;

Walk softly through the velvet grass,

And listen by the brook.

You may see a butterfly,

Rest upon a buttercup,

And unfold its drinking straws,

To sip the nectar up.



You may scare a rabbit,

Who is sitting very still;

Though at first you may not see him,

When he hops you will.

A dandelion whose fuzzy head,

Was golden days ago,

Has turned to airy parachutes,

That flutter when you blow.

Explore the meadow houses,

The burrows in the ground,

A nest beneath tall grasses,

The ant’s amazing mound.



Oh! Meadows have surprises,

And many things to tell;

You may discover these yourself,

If you look and listen well.

-LOIS BRANDT PHILIPS

B. Glossary:

Meadow: grassland on which cattle, sheep etc., may feed.

Brook: a small stream.

Drinking straw: long tube like part of the mouth of an insect.

Fuzzy: like a fine soft mass of hair.

Explore: here, look carefully at…

Buttercup: wild plant with yellow flowers.

Dandelion: small wild plant with bright yellow flowers.

Flutter: here, move in the air.

Burrow: a hole in the ground made by an animal, especially a rabbit, in which it lives or hides.

Mound: a raised mass of earth.

Nectar: sweet liquid in flowers.

Scare: cause great fear or nervousness.

Discover: find unexpectedly.

C. Speaking and Writing

Come, let us talk about this poem. Take turns with your partner to ask or answer these questions. Explain why you think your answer is correct. Quote from the poem when necessary. Write down your answers.

1. Meadows hide secrets. (True/Not True)
2. The grass in this meadow has grown tall. (True/Not True)
3. What does the poet mean by the words “velvet grass”?
4. What do butterflies do when they flutter down and sit on flowers?
5. What is a buttercup?
6. Why did the rabbit hop?
7. Imagine you are sitting by a brook. Write two or three sentences about the sounds you hear.
8. What are meadow-houses?
9. What is a dandelion?
10. How does a meadow tell its secrets? (Stanza 6)
11. These are some “meadow surprises.” Can you add one more surprise?

D. Writing

Read carefully the two paragraphs given below. Supply the words that are not given.

Last week was an eventful week. We went to a Safari Park last week. Riding through it, we saw a _____ lazing in the _____. We t _____ went to a _____. There, even as we were looking at it, a _____ spread its feathers and _____.

My friend Neeta came back from Brookfield in the U.S. She said she actually _____ a grizzly bear. So, we had some exciting moments last week.



But my most exciting moment was when I was walking across a _____. The l _____ was flat, but suddenly a rabbit hopped up as if from no _____. It looked like m _____ c. I went near to ex _____. The _____ had dug a b _____ in the meadow and made a h _____ for himself and his family.

E. Read and Enjoy:

The wind and the grasses were having such fun,

I saw them all tossing their heads in the sun.

The wind, he was teasing and tickling them so,

The grasses were shrieking with laughter, I know.

So jostling and rustling, they swayed to one side,

And all the whole field of them laughed till they cried.

-Annie Wrench

Note: Grizzly bear (also grizzly) - a type of large fierce brownish-grey bear of the Rocky Mountains of North America.

Unit 4 The Blind Dog

-R.K. Narayan

A. Pre-Reading Task: Listening and speaking

Read this passage at home before it is narrated to you in the class. Follow carefully your teacher's narration. Then answer her questions.

People love animals and keep them as pets. Take dogs, for example. Dogs are well-fed, bathed, groomed, and taken out for walks and rides. Their masters get them good medical care. In the end they are sometimes put to sleep to help them escape the pangs of death. There are also people who keep animals to make them work for them. They feed them well to keep them strong.

Have you heard of S.P.C.A. - The Society for Prevention of Cruelty to Animals? It says we must not treat animals cruelly.

In this story some people help a poor mongrel to run away from its cruel master. But the poor thing comes back to him and falls into his clutches again.

B. Reading: Read the story at home before it is read in the class. Follow carefully your teacher's model reading. Read the story at home to improve your reading ability.

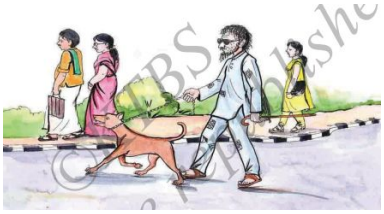
1. It was not a very impressive or high class dog. It was one of those commonplace dogs one sees everywhere - colour of white and dust, tail mutilated at a young age by God knows whom. Born in the street, and bred on the earnings and garbage of the marketplace, he had spotty eyes and undistinguished carriage and needless pugnacity. Before he was two years old he had earned the scars of a hundred fights on his body. When he needed rest on hot afternoons he lay curled up under the culvert at the eastern gate of the market. In the evenings he set out on his daily rounds, loafed in the surrounding streets and lanes, engaged himself in skirmishes, picked up edibles on the roadside, and was back at the market gate by nightfall.
2. This life went on for three years. And then occurred a change in his life. A beggar, blind of both eyes, appeared at the market place. An

old woman led him up there early in the morning, seated him at the gate, and came up again at midday with some food, gathered his coins and took him home at night.

3. The dog was sleeping nearby. He was stirred by the smell of food. He got up, came out of his shelter and stood before the blind man, wagging his tail and gazing expectantly at the bowl, as he was eating his sparse meal. The blind man swept his arms about and asked “Who is there?” at which the dog went up and licked his hand. The blind man stroked its coat gently tail to ear and said “What a beauty you are! Come with me.” He threw a handful of food, which the dog ate gratefully. It was perhaps an auspicious moment for starting a friendship. They met every day there and the dog cut off much of its rambling to sit up beside the blind man and watch him receive alms morning to evening. In course of time, observing him, the dog understood that the passersby must give a coin, and whoever went away without dropping a coin was chased by the dog; he tugged the edge of their clothes and pulled them back to the old man at the gate and let go only after something was dropped in his bowl. Among those who frequented this place was a village urchin, who had the mischief of a devil in him. He liked to tease the blind man by calling him names and by trying to pick up the coins in his bowl. The blind man helplessly shouted and cried and whirled his staff. On Thursdays this boy appeared at the gate carrying on his head a basket loaded with cucumber or plantain. Every Thursday afternoon it was a crisis in the blind man’s life. A seller of bright coloured but doubtful perfumes with his wares mounted on a wheeled platform, a man who spread out cheap story books on a gunnysack, another man who carried coloured ribbons on an elaborate frame - these were the people who usually gathered under the same arch. On a Thursday when the young man appeared at the Eastern gate one of them remarked, “Blind fellow. Here comes your scourge.”
4. “Oh, God, is this Thursday? he wailed. He swept his arms about and called. Dog, dog, come here, where are you? He made the peculiar noise which brought the dog to his side. He stroked his head and

muttered. Don’t let that little rascal.” At this very moment the boy came up with a leer on his face

5. “Blind man! Still pretending you have no eyes. If you are really blind, you should not know this either.” He stopped, his hand moving towards the bowl. The dog sprang on him and snapped his jaws on his wrist. The boy extricated his hand and ran for his life. The dog bounded up behind him and chased him out of the market.
6. “See the mongrel’s affection for this old fellow!” marveled the perfume vendor.
7. One evening at the usual time the old woman failed to turn up and the blind man waited at the gate, worrying as the evening grew into night. As he sat fretting there, a neighbour came up and said: “Sami, don’t wait for the old woman. She will not come again. She died this afternoon.”
8. The blind man lost the only home he had, and the only person who cared for him in this world. The ribbon - vendor suggested, “Here, take this white tape.” He held a length of the white cord which he had been selling. “I will give this to you free of cost. Tie it to the dog and let him lead you about if he is really so fond of you”.



9. Life for the dog took a new turn now. He came to take the place of the old woman. He lost his freedom completely. His world came to be circumscribed by the limits of the white cord which the ribbon - vendor had spared. He had to forget whole of all his old life, all his old haunts. He simply had to stay on forever at the end of that string. When he saw other dogs, friends or foes, instinctively he sprang up, tugging the string and this invariably earned him a kick from his master. “Rascal, want to tumble me down - have sense.” In a few days the dog learnt to discipline his instinct and impulse. He ceased to take notice of other dogs, even if they came up and growled at his

side. He lost his own orbit of movement and contact with his fellow - creatures.

10. To the extent of this loss his master gained. He moved about as he had never moved in his life. All day he was on his legs, led by the dog. With the staff in one hand and the dog -lead in the other, he moved out of his home - a corner in a country veranda a few yards off the market. He had moved in there after the old woman's death. He started out early in the day. He found that he could treble his income by moving about instead of staying in one place. He moved down the Choultry Street and wherever he heard people's voices he stopped and held out his hands for alms. Shops, schools, hospitals, hotels - he left nothing out. He gave a tug when he wanted the dog to stop and shouted like a bullock-driver when he wanted him to move on. The dog protected his feet from going into pits or stumping against steps or stones, and took him up inch by inch on safe ground and steps. For this sight people gave coins and helped him. Children gathered round him and gave him things to eat. A dog is essentially an active creature who punctuates his hectic rounds with well-defined periods of rest. But now this dog (henceforth to be known as Tiger) had lost all rest. He had rest only when the old man sat down somewhere. At nights the old man slept with the cord turned around his finger. "I can't take chances with you" he said. A great desire to earn more money than ever before seized his master, so that he felt any resting a waste of opportunity, and the dog had to be continuously on his feet. Sometimes his legs refused to move. But if he slowed down even slightly his master goaded him on fiercely with his staff. The dog whined and groaned under his thrust. "Don't whine, you rascal, don't I give you your food?" You want to loaf, do you?" swore the blind man. The dog lumbered up and down and round and round the market place on slow steps tied down to the blind tyrant. Long after traffic at the market ceased, you could hear the night stabbed by the far-off wail of the tired dog. It lost its original appearance. As months rolled on, bones stuck up at his haunches and ribs were relieved through his fading coat.

11. The ribbon-seller, the novel vendor and the perfumer observed it one evening when business was slack, and held a conference among themselves. “It rends my heart to see that poor dog slaving. Can’t we do something?” the ribbon seller remarked. “That rascal has started lending money for interest. I hear from the fruit seller he is earning more than he needs. He has become a very devil for money. At this point the perfumer’s eyes caught the scissors dangling from the ribbon-rack. “Give it here”, he said and moved on with the scissors in hand.
12. The blind man was passing in front of the eastern gate. The dog was straining the lead. There was a piece of bone lying on the way and the dog was straining to pick it up. The lead became taut and hurt the blind man’s hand, and he tugged the string and kicked till the dog howled. It howled, but could not pass the bone lightly; it tried to make another dash for it. The blind man was heaping curses on it. The perfumer stepped up, applied the scissors, and snipped the cord. The dog bounced off and picked up the bone. The blind man stopped dead where he stood, with the other half of the string dangling in his hand. “Tiger! Tiger! Where are you?” he cried. The perfumer moved away quietly, muttering “You heartless devil! You will never get at him again! He has his freedom!” The dog went off at top speed. He nosed about the ditches happily, hurled himself on other dogs, and ran round and round the fountain in the market square barking, his eyes sparkling with joy. He returned to his favourite haunts and hung about the butcher’s shop, the tea stall and the bakery.
13. The ribbon - vendor and his two friends stood at the market gate and enjoyed the sight immensely as the blind man struggled to find his way about. He stood rooted to the spot, waving his stick; he felt as if he were hanging in midair. He was wailing “Oh, where is my dog? I will murder it when I get at it again.” He groped about, tried to cross the road, came near being run over by a dozen vehicles at different points, tumbled and struggled and gasped. “He would deserve it if he was run over, this heartless blackguard,” they said, observing him. However, the old man struggled through and, with the help of someone found his way back to his corner in the Choultry veranda

and sank down on his gunnysack bed, half faint with the strain of his journey.

14. He was not seen for ten days, and twenty days, nor was the dog seen anywhere. They commented among themselves. The dog must be loafing over the whole earth, free and happy, the beggar is perhaps gone forever. Hardly was this sentence uttered when they heard the familiar tap-tap of the blind man's staff. They saw him again coming up the pavement led by the dog. "Look! Look!" they cried, "He has again got at it and tied it up." The ribbon seller could not contain himself. He ran up and said, "Where have you been all these days?"
15. "Know what happened?" cried the blind man. "This dog ran away. I should have died in a day or two, confined to my corner, no food, not an anna to earn imprisoned in my corner. I should have perished if it had continued for another day. But this thing returned".

 "When? When?"
16. "Last night. At midnight as I slept in bed, he came and licked my face. I felt like murdering him. I gave him a blow which he will never forget again," said the blind man. "I forgave him, after all a dog! He loafed as long as he could pick up some rubbish to eat on the road, but real hunger has driven him back to me, but he will not leave me again. See! I have got this," and he shook the lead: it was a steel chain this time.
17. Once again there was the dead, despairing look in the dog's eyes. "Go on, you fool", cried the blind man, shouting like an ox driver. He tugged the chain, poked with the stick and the dog moved away in slow steps. They stood listening to the tap-tap going away.
18. "Death alone can help that dog," cried the ribbon seller looking after it with a sigh "What can we do with a creature who returns to his doom with such a free heart?"

Glossary:

Culvert : a passage for waste water that passes under the road

Stirred: here, attracted

Scourge: here, someone who gives trouble

Leer: sly unpleasant look

Circumscribed: kept within narrow limits

Haunt: familiar places

Orbit: here, the restricted path

Lumber: cause difficulty by giving unwanted responsibility

Haunches relieved: bone of back leg standing out

C. Speaking and Writing:

Take turns with your partner to ask or answer these questions. Tell him/her why you think your answer is correct. Quote from the text where necessary. Write down your answers.

1. The dog had scars and a mutilated tail because it was timid. (True/Not True)
2. The last two sentences in paragraph one say that the dog led a carefree life. (True/Not True)
3. The dog was a beautiful creature. (True/Not True) (see Paragraph 3)
4. The blind beggar's alms increased because all the passers – by _____ (complete this sentence)
5. The village urchin came to the market place to just do his business. (True/Not True)
6. Why did the dog chase the boy out of the market?
7. How did the dog become the blind man's "prisoner"?
8. How did the dog's life change?
9. "The beggar's alms increased threefold." (True/Not True) (Scan paragraph ten and find the answer.)
10. Why did the vendors hold a conference among themselves? How did it end?
11. The beggar named his dog "Tiger." What is ironical about this?

12. How did the dog return to his doom?
13. Why is this story titled “The Blind Dog”?

D. Use of words

Work with your partner and supply the missing words:

A type of l _____ working dogs called Huskey are _____ by Eskimos to draw sledges. Sl _____ do not have w _____ They s _____ along ice or snow on metal blades _____ use these c _____ for transportation in the snowy region where they _____ A train of dogs will be harnessed to a sledge, some five to six p _____ of dogs in a line.

E. Grammar:

The Helping Verb - “must”

a) Compulsion

Use “must” to make someone feel it is necessary to do what you say

Example: You must be back by 10 O’clock.

b) Self Compulsion

Use “must” when you feel it is necessary for yourself to do something

Example: I must go home now.

c) No other explanation possible

Use “must” when there is no other explanation possible.

Example: You must have left the bag in the rickshaw.

d) Assumption

Use “must” when you assume something.

Example: You must be tired walking in the hot sun all the way.

e) Estimate

Use “must” when you estimate something.

Example: The pillar in front of the temple must be about fifty feet high.

Exercise:

We use modals to express our feelings and thoughts. Look at the expressions of feelings and thoughts given below. Choose the

appropriate expression and write it in each blank:

(Preference, impossibility, self-compulsion, request, possibility, assumption, likelihood, prohibition, no other explanation possible, ability, challenge, estimation, necessity)

1. It will fall down if you keep it there. (possibility)
2. Could I use your pen for a moment? ()
3. It is going to rain this evening. ()
4. I would rather take a rickshaw to the station. It is late. ()
5. She must be still in her office working late this evening. ()
6. This temple must be at least 500 years old. ()
7. Don't worry, he can very well look after himself. ()
8. You shall not speak to me like this again. ()
9. How dare you say a thing like this? ()
10. I must finish this work today itself. ()
11. Look at that old man toiling in the sun. Looks very old. Must be at least eighty. ()
12. In our hostel we must switch off the lights at 10 p.m. ()
13. She can't be as ill as all that. She is pretending. ()

F. Glossary:

Dog : kennel:: pig : sty

Physics : physicist:: physiology : _____

Music : _____:: flute : _____

Smithy: _____:: tannery : _____

College: _____:: school : headmaster: _____

State : citizen:: democracy : _____

G. Writing

Ask your teacher about these dogs:

-the dogs that are trained to do police work.

-the dogs and the bomb squad

-the shepherd and his dog

Write a paragraph about them.

H. Project:

Collect information about these dogs:

a. The St. Bernards’
b. The Mudhol Hounds.

Talk to your partner about them.



Sonnet

(Do you have a park in your town? Has it trees plants and bushes, or, more space is given to lawns? What do you think a park must have, trees or lawns. Which looks more beautiful? Why?)

In this poem Toru Dutt describes the beauty of the garden around her bungalow.

A. A sea of foliage girds our garden round,
But not a sea of dull unvaried green.
Sharp contrasts of all colours here are seen:
The light-green graceful tamarinds abound,
Amid the mango clumps of green profound,
And palms arise, like pillars gray, between,
And o'er the quiet pools the seemuls lean,
Red-red, and startling like a trumpet's sound.
But nothing can be lovelier than the ranges,
Of bamboos to the eastward, when the moon,
Looks through their gaps, and the white lotus changes,
Into a cup of silver. One might swoon,
Drunken with beauty then, or gaze and gaze,
On a primeval Eden, in amaze.

-Toru Dutt

Glossary

Foliage : leaves; especially growing leaves; all the leaves on a particular plant or tree.

Sea of foliage: a stretch of foliage as vast as the sea.

Profound: deep.

Clump: a group of trees, plants, bushes etc. growing together.

Amaze: great wonder.

B. Speaking and Writing

Come, let us talk about this poem.

Take turns with your partner to ask or answer these questions. Explain to him/her why you think your answer is correct. Quote from the poem if necessary.

Write down your answers.

1. Toru Dutt is taking a stroll amid the trees in her garden. She sees “a sea of foliage”. What does she mean by “sea” of foliage? Explain in your own words.
2. The greenery you are watching seems dull if it is un _____
3. What does the phrase “not a sea of dull unvaried green” mean? Explain.
4. The poet gives one example of colour contrast. What is the example?
5. Have you seen the bunch of leaves on a mango tree? Are they all green? What about fresh bunches?
6. Can you draw pictures of a bunch of mango leaves and a picture of a tamarind leaf? Try.
7. What “grey pillars” arise between the mango and the tamarind trees? Can you draw a picture of this tree? Try.
8. The poet says seemuls are startlingly red. How does she explain their lurid brightness? What does she compare them with?
9. A sudden blare of a trumpet outside your quiet room would startle you. The glaring red - _____ of the _____ startled the poet.
10. After describing some lovely scenes the poet talks about the loveliest scene of all. What is it? Describe it in your own words.
11. Enjoying the beauty of Nature, the poet says even enjoyment can become unbearable. What words express this idea? Explain what she says, in your own words.

12. There are three Metaphors and three Similes in this poem. Find them. Talk to your partner about them. (Metaphor: The use of words to indicate something different from the literal meaning; Simile: Comparison of one thing to another)

C. Reading and Writing:

Work with your partner and supply the missing words in the following passage:

They _____ to see the Jog Falls. They _____ the roar from afar. They got off the _____ and _____ to the platform. There it _____, in all its grandeur! They just stood _____ in awed reverence. All four had j _____ together, and the spray was r _____ up. No, not all _____. Three, The Raja, The Roarer and The Rocket had all joined. They were roaring _____ in one huge brown mass of _____ - . The last one, the lady, was no more the graceful d _____ r she was!

All four Falls were thin just a w _____ ago. What a contrast now!



Unit 5 India through the Eyes of a Foreigner

A. Pre- Reading Activity: Listening and Speaking

Listen to what your teacher says and then answer his/her questions:

In this short account of his experiences in India, Mark Tully tells us why he likes India and Indians very much. He gives word-pictures of India's natural beauty and the beauty of India's social, religious and cultural activities. There are beautiful descriptions of the ways in which we worship the Almighty. In the end, he says he has been accepted as a part of India. This thought makes him feel good.

B.Reading:

Read this passage at home before your teacher gives the model reading in class. Follow his/her model reading carefully. Keep reading the passage at home to strengthen your reading ability.

soon realized that it was not going to be difficult to get involved in India. rom day one I was surrounded by friends, the friends my predecessors troduced me to the staff of All India Radio, the members of the press club nd my new neighbours. Many are still good friends. It's through them that I ave become involved in their country. Now, when I am asked why I'm aying on, I reply, "Because of my friends."

hat, of course, is only part of the truth. I'm drawn to India by its beauty. articularly its natural beauty. Recently I was beside a campfire in the Great imalayan National Park watching the snow covered mountains glitter in the nset. A week later I was in Kerala, in the extreme south, sitting in my athing trunks, looking out over the Arabian Sea as the sun slid like a great d dome below the horizon. There are the smells of India too, which evoke ich nostalgia. There is the dry scent of early summer in Delhi as the blue carandas, the scarlet Gulmohars and other trees come into flower, the sweet nell of the queen-of-the-night, and the freshness of the first of pine trees in e foothills of the Himalayas after a long, hot and dusty drive across the lains. There are the folk songs and the classical music with ragas that start ith such austerity and end in ecstasy.

here are the great epics and the love poetry. There's the art of the Pradhan ibe in Central India which occupies the whole of one wall of my flat. There's

ıe colour of the festivals, the solemn dignity of the courtyards of the great Iosques filled with line after line of worshippers bowing their heads in prayer ıd the colourful informality of the pujari performing the evening rites in a indu temple. There's the sound of priests singing the Sikh scriptures carrying :ross the water of the sacred tank in which the Golden temple stands. There :e the great monuments of India. I have never known anyone to be isappointed by the Taj Mahal or the forts of Rajasthan. There are the fresh ooked parathas for breakfast in the open-air dhabas, or restaurants along the rand Trunk Road, and there's the delicacy of a vegetarian thali, or tray, in ujarat.

ll these kept me in India. But they are not whole. It would need a poet to escribe what India means to me and I am no poet. I can only say that I'm not one among foreigners in believing there is nowhere like India, and no people ke Indians. I am perhaps more unusual for a foreigner in that I have been :cepted as a part of India.

Glossary:

Involved: closely connected in relationships and activities of others.

Austerity: simplicity.

Solemn ('n' silent): very serious.

Informality: here, not grand.

Unusual: interesting because different from others.

Ecstasy: state of a strong feeling of happiness.

C. Listening, Speaking and Writing

Take turns with your partner to ask or answer these questions. Explain to him or her why you think your answer is correct. Quote from the text if necessary. Write down your answers.

1. Mark Tully thought he would be closely connected with others in many activities in India. (True/Not True)
2. Mark was not able to make friends in India. (True/Not True)

3. “That, of course, is only part of the truth,” he says. What is the “part of the truth”?
4. He watched the sunset in two places. What was the difference?
5. He says he liked the early summer smells of India. What are they? Why do they evoke nostalgia in him?
6. Why was the smell of pines particularly refreshing for him?
7. The author tells us about his experiences in India, about the things he saw, smelled and heard. Do you remember anything like that? Try to imagine some memorable experience and tell it to your partner.
8. Mark tells us about these things-the great works of our literature, our folk art, ways of worship, our monuments and the Indian food. Give examples of these things in your own words.
9. Mark says he is perhaps the only foreigner who believes India and Indians are very special. (True/Not True)
10. Why do you think we Indians accept Mark, a foreigner, as one of us?

D. Grammar: The Participle

The Participle has two forms-the Present Participle and the Past Participle.

Add “-ing” to a verb and make it a present participle.

Add “-ed” or “-en” to a verb and make it a past participle.

The Present Participle - Uses:

a. Use it to make a compound form of a verb. Example: Listen! That bird is singing again!

 “is singing” is the present continuous form of the verb “sing.” It is called the “compound form” of the verb “sing.”

b. Use the “-ing” form as an adjective that comes before a noun. Example: Ah! Yes! That bird is a singing bird. (singing - adjective, bird-noun)

c. Use the “-ing” form as an adjective that comes after a verb. Example: This book is interesting. (is - verb, interesting - adjective)

(Note the difference in meaning between “is singing” and “is interesting”.)

Use “-ing” form as an adjective that comes after a noun or pronoun. Example: Can’t you hear someone ringing the bell? (“Someone ringing” is like “Someone impatient”)

Sometimes, the “-ing” form behaves like an adverb too. Example: The children ran out shouting as soon as the long bell was given. (“… ran out shouting” is like “…ran out quickly”)

Exercise 1:

Answer these questions using the present participle and say how it is used.

a. What is the peacock doing?

b. What was the bird doing?

c. What will you be doing this evening?

d. What is mother cooking all morning?

Exercise 2:

Respond to the given sentences using the present participle.

Example: Some birds don’t fly. Some birds are not flying birds.

a. The peacock dances. a. _____

b. Is that book good? b. _____

c. There are no buses today. c. _____

How did you come?

d. Why did you open the door? d. I heard _____

E. Writing

Working with your partner, supply the missing words sin the passage below:

A long time _____ an old _____ lived in London. His _____ Was Benjamin Lewis Rice.

One m _____ he went to a _____ Exhibition to see some books. He went _____ a stall and l _____ at some titles. Then he went up to the

guide in the _____, greeted him, and introduced h _____. After talking to the man pleasantly _____ things in general he burst out:

“Ayya, Kannadadalli mathanadonave? Muddada Kannada kiviya mele biddu thumba dinagaladavu.” (“Ayya, shall we speak in Kannada? It is many days since I heard that sweet language!”)

Born in Bengaluru in 1837, this scho _____ y type of English _____ had also held high administrative positions in the old Mysuru State in _____ .He was Director of Public Instruction, Secretary for Education and the Mysuru Archaeological Department’s first Director. What is more, he was a scholar. He had mastered K _____ and translated into _____ almost 9000 inscriptions from Karnataka. His _____ notable works are the Epigraphia Carnatica and the Gazetteers.

(Source: Smt. Meera Iyer’s article “My Love for Mysore is Unending” in Deccan Herald, December 14, 2010.Historian A. Sundar has written about the incident in the bookstall)

Use these phrases and make a sentence:

Mahabaleshwar / If you are game / is the place for you / farm-fresh strawberry munching / located close to the bustling city of Mumbai / not to mention spectacular views / and monkey-watching afternoons / for wonderful walks and treks

(Courtesy Hemavijay, Deccan Herald, 29-09-2013)

A Puzzle:

In the olden days people used two devices to know the time of the day. One device had only one moving part. The other had thousands of moving particles. What were the two devices?

The answer is hidden in these jumbled phrases. Reorder them to find out the answer.

1. made narrow in the middle / can run slowly / An “hour glass” / from the top half to the bottom / like a figure 8 / is a glass container / taking just one hour / so that the sand inside
2. used especially in former times / on a scaled dial/ which shows the time / is an apparatus / by the shadow of a rod. / Sundial

(Mark Tully was born in Calcutta and educated in England. He was correspondent for the BBC in South Asia for twenty-five years.He now works as a journalist in New Delhi. Mark Tully’s books on India-No Full Stops in India, The Heart of India, and India in Slow Motion are highly acclaimed)

The Solitary Reaper

Have you heard the signature tune of the All India Radio? If not, listen to it. It is played on the violin. It is soul-stirring, it is melodious, and it captivates you.

In this poem Wordsworth says he was captivated by a song sung by a young woman. She is reaping and singing. She is a wonderful figure. Read the poem and find out why the poet is so much impressed by her song.



A. Behold her, single in the field,

Yon solitary Highland Lass!

Reaping and singing by herself;

Stop here, or gently pass!

Alone she cuts and binds the grain,

And sings a melancholy strain;

O listen! For the vale profound,

Is overflowing with the sound.

No nightingale did ever chaunt,

More welcome notes to weary bands,

Of travelers in some shady haunt;

Among Arabian sands:

A voice so thrilling never was heard,
In spring-time from the cuckoo-bird,
Breaking the silence of the seas,
Among the farthest Hebrides.
Will no one tell me what she sings?
Perhaps the plaintive numbers flow,
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of today?
Some natural sorrow, loss, or pain,
That has been, and may be again?
Whatever the theme, the Maiden sang,
As if her song could have no ending;
I saw her singing at her work,
And over the sickle bending;
I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

-William Wordsworth

B. Glossary:

Resonant: resounding; filling the place with sound.

Sonorous: having a full, deep sound.

Strain: song.

Profound: deep.

Chaunt (chant): sing.

Notes: musical sounds.

Bands: groups.

Shady haunt: shady place.

Plaintive: sounding sad, sorrowful.

Lay: narrative poem.

Seas: plural with singular meaning.

Theme: the subject of the song.

Numbers: lines of the song she was singing.

C. Reading, Speaking and Writing

Take turns with your partner to ask or answer these questions. Explain to him/her why you think your answer is correct. Quote from the poem if necessary. Write down your answers.

1. Wordsworth saw a group of reapers at work. (True/Not True)

2. In this poem the poet speaks to his companion/to himself. (Underline the correct answer)
3. The poet saw some bundles of grain in the field. (True/Not True)

4. The reaper's voice was resonant and sonorous. (True/Not True)

5. The reaper's song was joyous. (True/Not True) Scan the poem and find three adjectives to support your answer.
6. What welcomes travelers in the deserts of Arabia?
7. When do birds sing in the deserts?
8. Can you imagine the "silence of the seas"? Explain this beautiful expression to your partner.
9. What breaks the silence of the seas?
10. There are five words in the poem that are related to music. Scan the poem and find them.

11. The poet wonders what the theme of the maiden’s song could be. What does he say about this?
12. What was the effect of the song on the poet?

Unit 6 Uttanka's Gurudakshina

-Mrinalini Sarabhai

A. Pre-Reading Activity:

Listening and speaking

Listen to what your teacher says and then answer her questions.

Leave home and travel north to some town in Rajasthan. You will see camels in the streets. They will be drawing huge carts laden with goods on their open platforms. The cart will be harnessed to the hump of the camel! Drawn by the camel, the cart will be rolling on its four-tyred wheels.



Come down southwards to Thrissur in Kerala. You may see a long row of elephants in front of a temple. The caparisoned elephants will be ridden by men sitting astride on their necks. The bare-chested men will be carrying huge ornamental umbrellas.

Travel is like that. It is seeing strange people and strange sights, and perhaps doing one or two adventurous things too.

Now read about an adventurous journey undertaken by a young boy.

B. Reading:

Read this story at home before your teacher gives the model reading in class. Follow her reading carefully. Keep reading all the passages in the book at home to improve your reading ability.

1. Once upon a time, when the wise men of India dwelt in forest hermitages and made their homes of mud and straw, there lived in one such hermitage a young boy called Uttanka.
2. Many years passed by, and he grew up. Soon he had learnt all that his master could teach him.

3. One day he went to his master and said, “Dear master, you have taught me all these years, and yet I have never once repaid you. Tell me of some gift I may bring you that will please your heart.”
4. His teacher said, “Child, there is nothing that I desire, Go to your mother and ask her.”
5. So Uttanka went to his guru’s wife and bowing low before her, asked her if there was anything she desired.
6. “Yes,” she replied. “I have long cherished a wish to wear the ear-rings worn by the queen. Go to her and get them for me. In four days a feast will be held. I want to wear them on that day. Get the ear-rings for me and I shall know of your true devotion.”
7. Uttanka, hearing this, was filled with dismay. Nevertheless, he set out through the forest to the city, where he knew the king dwelt.
8. He had not gone far, when he saw a huge bull coming towards him. As it drew nearer, Uttanka saw seated upon the bull a man so large that he drew back in fear. But the man called out, “Uttanka! Drink this,” and he held out a cup full of some kind of liquid. Uttanka turned his head away, but the man said, “Drink, Uttanka, it will help you on your way.”
9. At last he came to the palace of the king. He boldly went inside and did not stop to look about him, till he saw the king himself seated upon the royal throne. “Sir,” said Uttanka, bowing low, “I have come from a hermitage in the forest many miles from here. The mistress desires to wear the ear-rings of the queen on the feast day and if I do not take them to her, I will lose favor in my teacher’s eyes.”
10. The king smiled kindly upon the boy. “You must ask the queen”, he said “Go to her chamber and ask her.”
11. Uttanka went to the queen’s chamber but he could not find her. He went back to the king and said, “Sir, I cannot find her!”
12. The king looked at Uttanka as he stood there, with the dust of travel upon his clothes, and his hands and feet dirty and stained. “Is that how you would go to the queen?” he said.

13. Uttanka felt ashamed. Washed and clean, he again went in search of the queen. This time he found her.
14. The queen held out her hand, and Uttanka saw the ear-rings sparkling in her palm. “You are a good child, Uttanka,” she said.” I give you the ear-rings willingly, but beware! These ear-rings have long been coveted by the Serpent King. Do not lose them.”
15. Uttanka thanked her and started for home. Dusk was falling and he was tired. Leaning against the trunk of a tree, he rested, placing the ear-rings on the ground beside him. Suddenly, he saw a hand snatch the ear-rings and disappear. He sprang to his feet and turned round in time to see a man dressed in rags, running through the forest. Uttanka ran after him as fast as he could when suddenly the man changed into a snake which wriggled into a hole in the ground.
16. Uttanka was greatly distressed for, try as he did, he could think of no way to get through so small a hole. He sat down to lament his fate, when an old man appeared before him.
17. “Do not worry, my son,” he said, “I have come to help you.” Even as he spoke, there was thunder and lightning and a great thunderbolt fell. The whole earth shook with the force of it. Suddenly, all was quiet again, but next to where Uttanka stood was a big hole in the ground.
18. Uttanka entered the hole and found himself in the kingdom of the Serpent King. He walked slowly along, and came to two women weaving a piece of cloth. He asked them the way to the palace of the Serpent King. They did not heed him and went on with their weaving. He saw that their cloth was made of black and white threads.
19. Next he came to a wheel with twelve spokes. Six boys turned the wheel round and round. “What are you doing?” he asked the boys. They did not answer him, and went on with their work. So he went on till he saw a man with a beautiful horse.
20. Uttanka went up to him. He was so struck with the horse that he bowed respectfully to the man and said, “O, Lord, I bow to you. Grant me a favour.
21. The man turned and said, “What can I do for you?”

22. Uttanka replied, “Let the Serpent King be brought under my power.”
23. “Blow into this horse,” the man replied. Uttanka went up to the horse and blew and blew, and from every hair of the horse’s body darted a flame that shot through every space in the kingdom of the Serpent King. It burnt the houses till all the serpents rushed out, begging Uttanka to save their lives.
24. “Let the Serpent King return the ear-rings,” said Uttanka.
25. All the serpents then clamoured for the king to return the ear-rings. He did.
26. The man gave Uttanka the horse and in a few moments he was back at the hermitage, just in time to give the ear-rings to his Guru’s wife for the feast. She blessed him for his great courage.
27. When Uttanka related his adventures, his master smiled and said, “The dirty liquid you drank, my boy, was ambrosia. It will give you eternal youth. The two maidens weaving the black and white threads are night and day. The man was the God of Rain and the horse was the God of Fire. You have been well looked after, my child, and deserve my blessings. Go into the world now, for great fortune awaits you.”
28. Thus, Uttanka, having fulfilled his duties, went into the world to seek his living. He was not as other men, for he knew that God protected him. He had nothing to fear.

Glossary:

Laden: loaded.

Astride: with a leg on each side of…

Cherished: kept the desire of ear-rings in my mind strongly.

Caparisoned: covered with rich ornamental clothing.

Clamour (v): express a demand continually, loudly, strongly.

Covet: desire eagerly to possess.

Devoted: loving, caring a great deal.

Devotion: condition of being devoted to...

Favour (n): willingness to be kind.

Lament (v): express grief or sorrow.

Nevertheless: in spite of that…

Hermit: a religious person.

Hermitage: a place where a religious person lives.

Dismay: a strong feeling of fear, anxiety.

Mistress: here, the master's wife.

Long: for a long time.

D. Listening, Speaking, Reading and Writing:

Ask, or answer these questions, taking turns with your partner, tell him/her why your answer is correct. Quote from the text if necessary. Write down your answers.

1. Who did Uttanka feel indebted to? Why?
2. Uttanka was indebted to the Guru's wife too. _____ (True/Not true)
3. The master told Uttanka what he owed to him. _____ (True/Not true)
4. Uttanka made obeisance to his Guru's wife before speaking to her. _____ (True/Not true)
5. The Guru's wife answered the boy's question in the affirmative. _____ (True/Not true)
6. What was the Guru's wife's long-cherished wish?
7. "This will be a test of your devotion to me," said the Guru's wife. _____ (True/Not true)
8. Uttanka felt frightened and hopeless to hear her words. _____ (True/Not true)
9. Describe Uttanka's meeting with the strange man.

10. Read paragraphs 9 to 14. Think about the character of the king and the queen. Tell your partner your opinion about them.
11. Uttanka did something wrong in following the queen's instructions. What was that? What made shim do a thing like that?
12. Who stole the ear-rings? How?
13. After that, Uttanka met some people. Who were they? How did they help him?
14. What did the serpent citizens do? Why?
15. The silent ones he met were the strongest ones. Do you agree? Comment.

E. Grammar:

1. **The Past Participle**

Add "-ed" or "-en" to an ordinary verb and make the past participle.

Example: worry - worried; steal-stolen.

Uses

a. Past participles help you to make compound verbs:
 1. In passive construction. Example: I was surprised by the great man's humility.
 2. In the construction of perfect tenses.

Example: I had left my shoes here. They have been stolen.

b. They function as adjectives that come before a noun.

Example:

1. Father had a worried look when he came home.
2. I wheeled home my broken bicycle.

c. They function as adjectives that come after a noun.

Example: We were late. We saw the flag hoisted.

d. A past participle functions as a complement of a verb.

Example: The travellers had become tired, but they were not disappointed.

e. You can make adjectival phrases with past participles.

Example: The statue stolen from the museum had been sold to a rich man.

f. A past participle can also behave like an adverb.

Example: The wrestlers left the ring exhausted.

Exercise

Fill in the blanks with the past participle.

Write a present participle in one blank:

a. Give me that _____ shirt. I will get it st _____.

b. We were try _____ to see our flag, flo _____ on the peak.

c. They were _____ back by the police.

d. The train _____ already a _____ when we reached the station.

e. They were defeated, but they were not disc _____.

f. Don't leave any of these questions un _____.

2. **The Prefix**

Make three words using each prefix given and write them down. Refer to the dictionary if necessary. Refer with your partner to test your dictionary reference skill.

a. dis _____ : 1. disapprove, 2. disagree, 3. Dishonest

b. im _____ : 1. im _____ 2. im_____ 3. im_____

c. in _____ : 1. in _____ 2. in_____ 3. in_____

d. un _____ : 1. un _____ 2.un_____ 3. un_____

e. non _____ : 1. non _____ 2.non_____ 3. on_____

f. mis _____ : 1. mis _____ 2. mis _____ 3.mis _____

Write five sentences, one for each word you have made.

Example: The king disapproved of the way in which Uttanka was dressed.

Use these phrases to make a sentence:

of each hand / in a loop of string / A cat’s cradle / in which / is a child’s game / patterns and constructions/ held between the fingers.

F. Writing:

Both Uttanka’s master and mistress were extremely happy to see him back. After he bathed, was fed and rested, the mistress asked him many questions. Write down her questions and his answers.

The Road Not Taken

(The poet uses the word “road” as a metaphor in this poem. A road is a choice you have to make in life. Do you know someone who once had two choices before him/her? Was it difficult for him/her which one to choose?)



A. Two roads diverged in a yellow wood,
And sorry I could not travel both,
And be one traveler, long I stood,
And looked down one as far as I could,
To where it bent in the undergrowth;
 Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there;
Had worn them really about the same,
 And both that morning equally lay,
In leaves no step had trodden black.
Oh! I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.
 I shall be telling this with a sigh,
Somewhere ages and ages hence:

wo roads diverged in a wood, and I –

I took the one less traveled by,

And that has made all the difference.

- Robert Frost

B. Glossary:

Diverged: went in different directions.

Undergrowth: bushes, tall plants smaller than the trees around them.

Claim: demand as it's due.

Wanted wear: not damaged by use.

Had worn: had become damaged by use.

Trodden: crushed by feet.

Ages hence: after a long time from now.

C. Speaking, Reading and Writing

Work with your partner. Take turns to ask or answer these questions. Explain to him or her why you think your answer is correct. Quote from the poem if necessary. Write down your answers.

1. Two words catch your eye in the first line. They bring before you a beautiful picture. What are those words?
2. Where and when does a forest turn golden yellow?
3. The poet stood for long at a point where two roads forked. (True/Not True) Read out to your partner the lines from the poem.
4. "I could not travel both and be one traveler," says the poet. What does he mean by this? What word expresses his regret about this?
5. In life, sometimes, you are given two choices. But you are to make only one choice. You cannot have both the things. Can you give an example for this? Try.
6. Complete this English proverb. "You cannot _____ your cake and _____ it too!"

7. So, what did the poet do? (See stanza 1. Refer to your answer to question 4)
8. The poet took the other road. Why did he do that?
9. What had worn the other road more or less the same?
10. Once the second road looked more attractive to him. Then both roads looked equally attractive. Explain this in your own words.
11. The poet expresses a wish and a doubt, in these two sentences. Complete these sentences:

 I will come back...

 But doubt if…
12. According to the poet, one should always take the road traveled by others before. (True/Not True) Explain this in your own words.

D. Writing:

1. Read this dialogue and supply the missing words:

Amar: I'm sorry I took _____ in high school.

Akbar: Why do you feel so _____ about it, friend? I also took Science. I regret it a bit too.

Antony: Yes, but why do you _____ it so much, Amar?

Amar: I now know I don't have the aptitude for _____?

Akbar: So you regret _____ taking Arts, do you?

Antony: Then _____ did you take Science?

Amar: Very few students took Science then. So Science seemed attractive at that time.

Rhyming Words:

The lines of this poem end with "rhyming words" in the pattern a - b - a - a - b. Find the rhyming words and read them out to your partner.

Unit 7 A Tribute to Netaji

Pre-Reading Activity:

Reading, Listening and Speaking.

Read this passage at home before your teacher narrates it to you in the class. Listen carefully to all that he/she says and then answer her questions.

In the late thirties and early forties of the last century we fought for our freedom. Two great leaders inspired us to fight - Mohandas Karamchand Gandhi and Subhas Chandra Bose. Each led us in his own way. Bose asked Indians to give him their blood, and he would give them freedom. Gandhi promised freedom without violence.



Hindus, Muslims and Sikhs adored Subhas, and joined the Indian National Army in thousands. They called him “Netaji”. Women knew how Netaji held them in high regard. They too joined the Jhansi Lakshmibai Regiment under the leadership of the “fiery and beautiful” Lakshmi Swaminathan. It was an All-Women Army. The now very popular “Jai Hind,” and “Dilli Chalo” were their war-cry.

When the British put on trial three I.N.A officers, Shah Nawaz, a Muslim, Sahagal, a Hindu, and Dhillon, a Sikh, “India exploded in wrath.” Nehru said on 24 December, 1945, “The INA trial has created a mass upheaval.” Sir Claude Auchinleck, the British commander-in-chief, said that Indians adored the INA and its officers as national heroes… “This is the general opinion held in India, not only by the public, but- by quite a considerable part of the Indian Army as well.” In an article published on 15th February, 1946 Gandhi said, “The hypnotism of the Indian National Army has cast a

spell on us…The lesson that Netaji and his Army bring to us is one of self-sacrifice, unity irrespective of class and community, and discipline…"

Four months before that, on August 18, 1945, Subhas had died in an accident in which his plane had caught fire.

Reading:

Read the passage at home first, and then follow carefully your teacher's model reading in class. Keep reading at home again and again.

tory of India's freedom struggle, the place of Subhas Chandra Bose is
le was the leader who thought of fighting the brute force of the British by
se a modern army of about 75,000 men and women. He inspired them with
atriotic fervour and a burning desire to free their enslaved motherland.

handra Bose belonged to an educated and prosperous family and was
in England (Cambridge) and had travelled widely all over Europe. He
India from an international perspective. As he had a deeply spiritual nature,
for truth and the right 'guru' had taken him to each and every corner of the
At last he made up his mind to follow the teaching of Swami Vivekananda
bindo Ghosh in the spiritual sphere and Deshbandhu Chittaranjan Das in

handra had a special regard for his Muslim countrymen. Some of his
like Mahipati Bose and Gopalnath Bose had held the offices of minister and
nmanders under the Muslim rulers of Bengal. "The quarters in which we
ys Bose in his autobiography, "was prominently a Muslim one and our
rs were mostly Muslims. I cannot remember ever to have looked upon
as different from ourselves in any way, except that they go to pray in a

as born at Cuttack, Odisha on January 23, 1897. His father Janakinath Bose
nous lawyer. Bose was a brilliant student. He had very broadminded views
m and other social issues and his hungry soul was not satisfied with
s alone. Describing his childhood, he said, "In my infancy. I was brought into
h English people, English education and English culture. After that I went
ur culture - both classical and modern."

a rebellious and independent spirit and that was apparent from his earliest
he Presidency College, Calcutta, he organised a students' strike to

ate against an English Professor who had insultingly pushed away an Indian

For this, Bose was expelled from the college. After a year he was allowed to join the Scottish Church College in Calcutta where he secured a first class in the B.A. examination.

ft for England on September 15, 1919, in order to study and appear at the vil Service (ICS) examination. After a year, he came out successfully and rth in the order of merit. But his conscience would not allow him to serve the rs even as a high executive. So, he resigned from the ICS and returned to

se wanted to chalk out the future course of his life. He had long discussions atma Gandhi and C.R. Das. He took Das as his mentor and settled down as of National College at Calcutta. But, Bose gave up his job when Gandhiji e Non-Cooperation Movement. He was arrested by the British for joining the nt. After his release Bose formed the “Swaraj Party” and was appointed the the party’s journal “Forward”. Bose became the Executive Officer of the Corporation in 1924 and gained valuable experience of planning and administration.

activities of the Swaraj Party were found unbearable by the British on f which Bose was in and out of jail repeatedly and fell ill many times.

a great thinker as well as a man of vision and action. Subhas made such an n the Congress that he was elected twice as the President of the Indian Congress in 1938 and 1939, for the two sessions held at Haripura, Gujarat ura. In his presidential address, he talked not only of freedom but also of ction, the need for planning by setting up a planning commission and of the ocialization of the entire agriculture and industrial system. He urged strongly s the right time to give an ultimatum to the British Government for complete

as engaged in the World War, and so Gandhiji and Nehru were of the opinion Congress should not take advantage of Britain’s difficulties. But Bose had ews and advocated total freedom. He travelled throughout the country to public opinion against the war effort. So, he was arrested on July 2, 1940 at On November 26, 1940, Bose went on hunger strike to protest against the ill-

of prisoners. As his condition suddenly worsened, he was released but was
r police surveillance.

aped from the British and reached Kabul and from there he went to Berlin via
The whole country was thrilled when his voice was heard over the Berlin
hen Japan entered the world war, Subhas left for Japan. He went to
e, and took over the leadership of the Indian Independence Movement.

ent to South-East Asia and organised the Indian National Army (I.N.A.) to
nst the British. The Indian soldiers and civilians at once declared their
e to him and began to call him “Netaji.” He gave them the inspiring call of
” and “Dilli Chalo”! While launching the war, Netaji went on air on July 6,
l sought Gandhiji’s blessings in the following words : “Father of our Nation,
oly War of India’s liberation, we ask for your blessings and good wishes.”

A. fought so well that it soon liberated about 3,200 square kilometers of
rritory from the well-entrenched British army. But it was soon beset by
ifficulties such as lack of communication and food, rigours of the monsoon
:down in supplies. On the other hand, the Japanese forces were withdrawn,
r went badly for them. But the I.N.A. refused to retreat, with the result that
s of soldiers were captured by the British forces. They were disarmed and
artialled. Jawaharlal Nehru himself organised and conducted their defence.
y the government released them.

arded a Japanese aircraft for Tokyo on August 18, 1945. The plane landed in
at noon and according to the Japanese sources, it caught fire while taking
i was badly burnt, but managed to come out of the plane. He was rushed to a
where he died the same night.

:ing how much Subhas Chandra Bose was able to achieve and accomplish in
48 years. He was a brilliant student and could have easily attained a high
of power as an I.C.S. officer. But he preferred a life of trials and tribulations
er for his country’s freedom. His proud and independent spirit mocked at ill-
d ill-fortune. He was a doer as well as a thinker, and a fighter who never
l to defeat. In life, he was a natural leader of men, who inspired immense
and loyalty. In death, he became a legend. People refuse to believe that
dead. Perhaps they are right, for martyrs never die!

Glossary:

Unique: being the only one of its type, unusual.

Brute: cruel or strong.

Fervor: spirit.

Prosperous: successful and rich.

Perspective: a view.

Quest: an attempt to find something, a lone search.

Sphere: an area of interest.

Look upon: consider.

Renounce: give up.

Rebellious: disobedient and hard to control.

Apparent: seen or understood.

Conscience: moral sense.

Alien: a foreigner.

Mentor: trusted adviser.

Impact: profound effect.

Urge: advise, advocate.

Ultimatum: final warning.

Surveillance: a close watch kept on someone.

Allegiance: loyalty, faith.

Retreat: move back.

Tribulation: misery, trouble.

Immense: great.

Legend: an old story about great events and people.

Martyr: someone who dies for a cause.

C. Conversing:

Take turns with your partner to ask and answer the questions given below. Explain to him/her why you think your answer is correct. Quote

from the text if necessary. Write down your answers.

1. How does Subhas's uniqueness come out in his struggle for freedom? How does he differ from other national leaders? Give two examples.
2. Subhas was a wonderful organiser. Give three examples for this.
3. Subhas was an inspirational figure. Give three examples for this.
4. Subhas was broadminded and spiritual. He worked for national integration and he was a man of vision. Give examples.
5. Give an account of the sacrifices Subhas's made.
6. Give an account of Subhas's adventurous life.
7. Subhas worked in many different fields - administration, journalism, education, statesmanship and war. Give examples.

D. Word Formation

a. Write three verbs and make the verbs adjectives by using the suffix "-able."

 Example: eat - eatable.

b. Make six sentences using the verbs and the adjectives you have written.

 Example: We gave the fruit to the monkey. The monkey ate the fruit. So we thought the fruit was eatable.

E. Grammar:

The Participle Phrase

You can use the present participle to combine two sentences into one sentence.

a. Siri caught the ball at the boundary line.
b. She prevented a sixer.
c. Catching the ball at the boundary line, Siri prevented a sixer.

a. The weather was rainy.
b. The girls postponed the match.

c. The weather being rainy, the girls postponed the match.

a. Rahman had scored 99.
b. He got out caught. Having scored 99, Rahman got out caught.

Exercise:

Combine these pairs of sentences into single sentences.

a. The farmers loaded the paddy bags on their carts.
b. They drove back to the village.
c. _____

a. The weather was windy.
b. The boys came to the field to fly their kites.
c. _____

a. Raju had missed the last bus.
b. He walked all the way home.
c. _____

F. Writing

Is there a person in your life whom you admire for his/her mental and moral qualities? Do you think you can never forget him/her in your life?

Write a short paragraph about him/her. You can use the title "The Most Unforgettable Person I have met."

Work is Worship

(In this poem, the poet speaks admonishingly to an idler and tells him that God does not like idle form of worship. What really pleases God is hard works)

A. Leave this chanting and singing
and telling of beads!
Whom dost thou worship in this
lonely dark corner of a temple
with doors all shut?
Open thine eyes and see thy God is not
before thee!
He is there where the tiller is tilling the
hard ground
and where the path-maker is breaking stones.
He is with them in sun and in shower,
and his garment is covered with dust.
Put off thy holy mantle and even like him
come down on the dusty soil!
Deliverance? Where is this deliverance to be found?
Our master himself has joyfully
taken upon him the bonds of creation;
he is bound with us all for ever.
Come out of thy meditation and leave aside thy
flowers and incense!
What harm is there if thy clothes become
tattered and stained?
Meet him and stand by him in toil and

in sweat of thy brow.

- Rabindranath Tagore

Glossary:

Admonish: advise severely.

Holy mantle: covering worn for religious worship.

Deliverance: it is the state in which you feel you are saved from bad conditions.

Tattered: torn.

Toil: hard work.

B. Reading, Speaking and Writing

Take turns with your partner to ask or answer these questions. Explain to him/her why you think your answer is correct. Quote from the text if necessary. Write down your answers.

Underline the word/words that complete these sentences.

1. In this poem, the poet is addressing you/the reader/ the worker/the worshipper.
2. The poet sounds angry/irritated/impatient.
3. The poet is ordering /admonishing/ advising the worshipper.
4. The poet is asking the worshipper five questions/four questions/three questions. (Scan the poem to find out)
5. The poet does not know the answers/ thinks the worshipper knows the answers/ wants to make the worshipper think deeply.
6. The poet gives two examples/ three examples/ four examples of what pleases God.
7. The poet does not tell the worshipper where to find God. (True/Not True) _____
8. The worshipper does not tell the poet what he really wants. (True/Not True) _____

9. The worshipper tells the poet that he does not want _____ (Complete the sentence)
10. The Creator is happy when he has no work todo. (True/Not True) _____
11. Give your own examples of hard work that can please God.
12. Give one or two examples of people who pleased God by their hard work.
13. Do the last two lines talk about death? Discuss this point with your partner.

Writing:

Write a short summary of the poem.

Unit 8 The Town by the Sea

-Amitav Ghosh

A. Pre-Reading Task:

Listening and Speaking

Read this passage at home first. Then you can listen to what your teacher says and answer his/her questions:

Have you ever gone on a school trip? You have? Good. On June 18, 2013, the students of Nava Bharatha School went on a trip to Chandragiri. It was early morning. They climbed the Hill. The town and the fields below looked like they were sleeping in the morning sun. They roamed around and enjoyed the beauty of Nature from different points. They had a good lunch and came back.

It was all so peaceful. But on the same day, in far off Uttarakhand there was a natural calamity. The fury of Nature was terrible and disastrous. There was an unprecedented cloudburst causing flash floods and landslides. Hundreds of people lost their lives.

Now, in this story, you will read about another type of natural calamity. A scientist searches for his dear ones lost in the calamity. In the end, he only collects his slides. He does this to drown his grief in his work.

Reading:

Read this story at home before your teacher gives you the model reading in the class. Follow his/her model reading carefully. Keep reading the story at home to improve your reading ability.

1. On December 25, 2004, the director was in Port Blair. He was on his way to New Delhi. Since he was travelling for official reasons, he had left his family in Malacca. He spent the night in Haddo Circuit House which stands close to the water. On the morning of 26th, he was woken by the shaking of his bed. He found the floor heaving and started running out of the building. Then his mobile phone rang. He saw that his wife was calling from Malacca, Car Nicobar. He cut off the call and decided to phone back later.

2. When the ground was still, he hit the call button. But there was no answer and he wondered if the network was down. Then he observed a strange phenomenon. The water in the harbour had begun to rise very rapidly and the anchored ships seemed to be swirling. He ran to the higher ground with others. Then it occurred to the Director that Nicobar Islands are low - lying islands and some like Car Nicobar islands stand no more than a few meters above the sea level at their highest point. This made him anxious.
3. The Director knew that a government office in Car Nicobar had satellite phone. He dialled the number again and again. When he got through, he received the news that Malacca had been badly hit and there were some survivors, but as for his family there was no news.
4. The Director kept calling and in the afternoon he learnt that his thirteen-year-old son had been found clinging to the rafters of a church. He spoke to his son directly later that night and learnt that the family had been in the bedroom when the earthquake started. A terrifying sound from the direction of the sea had driven them into the drawing room, but the boy had kept running. When the wave hit, the house dissolved into splinters and the boy was carried away as if on a wind. Flailing his arms, he managed to take hold of something that seemed to be fixed to the earth. Through wave after wave he managed to keep his grip. When the water receded, he saw that he was holding on to the only upright structure.
5. “And your mother and sister?” the Director had asked. “Baba, they just disappeared” - And now for the first time the boy began to cry. The director’s heart broke because he knew his son was crying because he thought he would be scolded and blamed for what had happened.



6. With the intervention of the local administration and the officers on the airbase, he was able to get on a flight the very next day. He spent the day searching through the rubble and found many possessions, but no trace

of his daughter or wife. He came back to Port Blair with his son the same evening.

7. When he went to Car Nicobar for the second time, I too went with him.
8. The road wound through a dense tropical jungle. It was clear that the island's interior was sparsely inhabited, with the population being concentrated along the seafront. I saw to my surprise that many thick strands of coconut palms were still standing even on the edge of the water. As for the forest, the canopy seemed almost undisturbed. All trace of habitation on the other hand, had been obliterated. It was evident that the Tsunami had been peculiarly selective in the manner of its destruction. It had caused maximum possible damage to life and property and had left nature largely unharmed.
9. We came to the district library. It was unharmed like the surrounding offices. There was a medical camp. The director spotted a doctor and enquired him about his family. The doctor said, "No news has reached me. I've not heard anything."
10. We continued on our way. The director hurried to a spot where there was a mound of household objects and showed me his aristocrat suitcase, a steel trunk, a cabinet, records of his office and slides. He took his slides. We continued and after seeing the glimpse of the sea front, the director came to the point where his house had once stood. He said, "This was my house."

 Only the foundation was concrete. The rest was wood. "My wife used to teach English in a school here, but she wanted to leave. I applied many times, but the transfer never came. There was so much she could have achieved. I was never able to give her the opportunity."
11. When I reached out to touch his arm, he shook my hand brusquely away. He did not want sympathy from others. He showed his daughter Vinceta's paint box, but did not pickit up. When I asked him why he did not pick it up, he said, "What good will it do? What will it give back?"
12. As a husband, a father, a human being, it was impossible for me not to wonder; what would I have done? What would I have felt? What would I have chosen to keep off the past? The truth is that nobody can know. It is

an expression of the innermost sovereignty of the self because nothing now remains to cloud its vision. In the manner of his choosing there was not a particle of hesitation or the faintest glimmer of doubt. Perhaps he must have found some comfort in the knowledge of an impersonal effort.

Sometimes, words seem futile, and at these moments, it seems nothing is of value other than to act and intervene in the course of events. Even thinking, reflecting and writing about it seem trivial and wasteful. And after the day had passed I understood that in the manner of choosing, the director had mounted the most singular, the most powerful defence of it that I would ever witness.

Glossary:

Calamity: a terrible event.

Fury: wild force or activity.

Disastrous: being a sudden great misfortune.

Unprecedented: never having happened before.

Cloudburst: a sudden, very heavy fall of rain.

Slide: a small piece of thin glass to put an object on for seeing under a microscope.

Heaving: shaking.

Phenomenon: an unusual event in Nature; can be of scientific interest.

Swirl: movement of something that twists and turns.

Anxious: feeling troubled, fearful.

Survivors: persons who have continued to live especially in spite of coming close to death.

Rafter: one of the large sloping beams that hold up a roof.

Splinter: here, small pieces of wood broken off the house.

Intervention: here, help.

Rubble: here, broken pieces of wood.

Sparsely inhabited: inhabited in a scattered manner

Thick strands: coconut gardens.

Canopy: covering.

Brusquely: quickly and rather impolitely.

Sovereignty: complete freedom and power to act.

Futile: useless.

C. Reading, Speaking and Writing.

Work with your partner, sitting next to you, and do this exercise. If your answer is "Not true", say what is true. Substantiate all the answers by reading to him/her the relevant sentences in the passage. Write down your answers.

1. The director woke up with the feeling that the building a. would be flooded, b. would be burnt down, c. would collapse. (Underline the phrase that completes the sentence)
2. The director cut off his wife's call because he wanted to save himself first. (True/ Not True) _____
3. The director lost the chance of hearing his wife's last words. (True/Not True) _____
4. Car Nicobar Islands stand the highest among Nicobar Islands. (True/Not True) _____
5. Port Blair was hit by the rising sea before Car Nicobar Islands. (True/ Not True) _____
6. The director heard from Malacca that his family had survived. (True/ Not True) _____
7. The director's heart broke when he felt his son's misery. (True/ Not True) _____
8. The poor thirteen-year-old's misery was that he had not been able to save his mother and sister. (True/ Not True) _____
9. When did the director become really anxious?
10. What did the director's son tell him?

11. The mother and the sister had died. The boy feels he is to be blamed. This shows his sense of responsibility. Explain this point.
12. The director wanted to mourn alone quietly. (True/ Not True)

13. Why did the director choose his slides and not anything else?
14. “Words seem futile,” says the author. Explain what he means.
15. How did the author himself intervene and act in the course of the events?

D. Word Formation

Write the names of five countries and then make words from them using the suffix “-an”.

Example: America - American (person/language).

Add a noun to each word you have made to make a noun phrase.

Example: American scientist.

E. Grammar: The Suffix

Suffixes help words to do different functions of grammar.

Example:

surprise (n); surprise (v);

surprised, surprising (adj)

surprisedly, surprisingly (adv)

Exercise:

Fill in the blanks to supply the correct forms of the word “surprise”:

1. _____ at finding the lone, hungry cub grandfather brought it home.
2. A tiger on the leash _____ people on the street.
3. It was a _____ for them to see a man with a tiger.
4. “Don’t be _____ if he eats up Mahamoud,” said Grandmother.
5. _____ the tiger didn’t harm the man.
6. _____ they all watched the man petting the tiger.

(Note: Sentences 5 and 6 begin with adverbs)

(Note: You have learnt earlier that an adverb modifies the meaning of a verb, or an adjective, or another adverb. But here is something more to learn. An adverb can also modify the meaning of a whole sentence. The sentences 5 and 6 you have written are examples of this function of the adverb.)

Exercise: Write two more sentences beginning with

1. Fortunately…

2. Unfortunately…

F. Writing:

It so happened that the author met the director again on December 26, 2005. He expressed his condolences about the latter's great misfortune.

Over a cup of tea, they talked about that terrible night the previous year.

Imagine what they might have said, and write a conversation between them.

A Note about the author:

Amitav Ghosh is a famous journalist, sociologist and novelist. He was born on July 11, 1956, at Calcutta, to Lieutenant Colonel Shailendra Chandra Ghosh, Retired Officer of the Pre-Independence Indian Army. He studied in Doon School, Dehradoon and St. Stephen's College, Delhi. He earned the degree of Doctor of Philosophy from St. Edmund's Hall, Oxford. He has been a Visiting Professor at Harvard University since 2005. He teaches Comparative Literature.

The Convergence of the Twain

(Lines on the loss of "Titanic")

(Long ago there was a terrible accident in the Atlantic Ocean. A ship called "Titanic" sank. Thousands of people died. There was no electronic signaling system at that time. Thomas Hardy sees "the hand of fate" in that accident. Read the poem and find out more about the accident.)

A. And as the smart ship grew

In stature, grace, and hue,

In shadowy silent distance grew the iceberg too.

Alien they seemed to be;

No mortal eye could see

The intimate welding of their later history.

Or sign that they were bent

By paths coincident

On being anon twin halves of one august event,

Till the Spinner of the Years

Said "Now!" And each one hears,

And consummation comes, and jars two hemispheres.

-Thomas Hardy

B. Glossary:

Convergence: coming together towards a common point.

Twin: two (old use, poetical).

Smart: elegant, fashionable

Stature: size and importance

Grace: quality of being beautiful.

Titanic: (n) name of the ship, it comes from "Titan" (in Greek legend) one of a family of giants who ruled the world.

Hue: the degree of brightness in colour.

Iceberg: a large piece of ice floating in the sea, most of which is below the surface.

Titanic: (adj) of great strength, size, power, importance etc.

Alien: here, so different as to be the opposite of one another; incompatible.

Shadowy: here, hidden, causing a feeling of mystery and fear.

In shadowy silent distance: This phrase makes the reader feel something mysterious and fearful.

No mortal eye could see: no one could foretell.

Intimate welding: close joining.

History: here, story.

Anon: adv. (old use, poetical) in a short time, soon.

Spinner of the years: fate.

Consummation: the point at which something is made complete.

C. Come, let us talk about this poem.

Take turns with your partner to ask or answer the questions given below. Explain to him or her why you think your answer is correct. Quote from the poem if necessary. Write down your answers.

1. In the first three lines the poet speaks of two things. What are they?
2. The poet uses the word “grew” twice. What does he mean in each case?
3. What does he say about the ship’s qualities?
4. What is mysterious and fearful? What phrase expresses this idea?
5. In what way are the ship and the iceberg “alien”? Explain.
6. When you are playing with a top, you spin it and make it spin on the floor. The force of spinning also makes it go round and round in a circle. Now, our earth also does the same. It goes round and round the sun, spinning. So, who is “the Spinner of the years” :- a. the earth? b. the sun? c. the Almighty? d. the fate?

7. Two things became historical facts in navigation. What were they?
8. The Atlantic Ocean is v _____. The _____ and the _____ are mere sp _____ in it. Yet, one obs _____ the other in its course. There was a head-on collision. This was the a_____ event. (Supply the missing words)
9. The iceberg and the ship were alien. They were like the two hemispheres. Explain what this means.
10. The event that brought death and destruction was like play to someone. Which two lines say so?
11. Consider the words - "_____ _____ and each one hears _____." This means there were two/three/many who heard. (Underline the correct word)
12. Consider the word "consummation". At what point of time in the short life of the ship was the consummation?
 a. When the ship stood in the dock in all its glory.
 b. When it began to leave and the passengers on the deck were cheered by the people on the ground.
 c. When it reached its maximum speed in the open sea.
 d. None of the above.
13. In describing the collision the poet has used three phrases and one word. Scan the poem and find them.

D. Writing

Write a short summary of the poem in your own words.

A puzzle: Imagine you are standing in a room in a big house. You see three electric switches on the wall. You expect to see three lights. But the bulbs are not in this room. They are in another distant room. So you don't know which switch lights up which bulb in that room. You must find out which switch lights up which bulb by going into that distant room only once. How can you do this?

You are not allowed to stay in this room for more than three minutes.

(Hint: There is a stool in the other room.)

Supplementary Reading

1. Suvarnasiddhi and Chakradhara

- Vishnusharma

Suvarnasiddhi told this story to his friend Chakradhara.

A big strange bird, Berunda, lived on the banks of a lake called Sangama. He had two heads and single body. One day as he was wandering on the banks of the lake, he found a fruit, which was delicious as ambrosia. One of his heads mumbled, “Oh! What a fruit, I am sure the heavens have sent it for me. I am so lucky.”

Hearing this, the second head said, “Oh brother, let me also taste the fruit you are praising so much.” The first head laughed and said, “Both of us have the same stomach, it makes no difference whether I eat or you eat it. I shall give it to our beloved. She will be very happy.” Berunda thus gave the fruit to his wife Tatillatha. The second head was disappointed at what the first head did. He was waiting for a chance to take revenge.

One day, the second head found a poisonous fruit and told the first head, “You treacherous fellow! For what you have done to me, I will eat this poisonous fruit and avenge your insult.” The first head said, “You fool, if you eat that both of us will die.”

Ignoring the first head’s warning, the second head ate the poisonous fruit and both of them died.

After listening to the story, Chakradhara said, “Friend, what you say is true. You can go home, but don’t go alone.”

Suvarnasiddhi asked Chakradhara, “Why should I not go alone?” “Why should you not? I will tell you a story.”

“Do you know how a boy survived, because he heeded his mother’s advice and took a crab as his travelling companion?” said Chakradhara.

“How was that?” asked Suvarnasiddhi perplexed.

Thus Chakradhara narrated the story:

Brahmadatta lived in a city called Varanavarta with his old mother. One day, when he was planning to travel to another village, his mother told him not to travel alone, but take someone along with him. The boy said that the

way to the village was safe and he was leaving on an urgent business. He asked her not to be afraid for him. Knowing that he was determined to go, the mother went to the well in the backyard and took out a crab and asked her son to keep the crab with him during the travel. The boy then put the crab into a camphor box, took the box in a vessel, and set out on his journey. That being summer, the day was very hot and the boy halted and took rest under a big tree.

From the hollow of the tree, a snake emerged, and attracted by the fragrance of camphor, swallowed the box containing the crab. The crab came out of the box and killed the snake. The boy woke up to find the dead snake and the open camphor box. When he saw the crab alive beside the open camphor box, he at once realized what had happened. He remembered his mother's words and thought that he did well by heeding her advice that saved him from death.

Chakradhara concluded his story telling Suvarnasiddhi how important it is always to have a companion. He then agreed to Suvarnasiddhi taking leave of him.

Notes:

1. Panchatantra - The Panchatantra is an ancient collection of animal fables in verse and prose. The original Sanskrit work, which some scholars believe was composed in the 3rd century B.C. is attributed to Vishnu Sharma.
2. Vishnu Sharma was an Indian scholar and author who is believed to have written the Panchatantra fables.
3. Berunda - The Gandaberunda (also known as the Berunda) is a two-headed mythological bird of Hindu mythology thought to possess magical strength. It is used as the official emblem by the Karnataka government and it is seen as an intricately sculptured motif in Hindu temples.

Glossary:

Strange: out of the ordinary.

Wander: move about aimlessly or without any destination.

Mumbled: talk in an unclear manner; usually in a low voice.

Delicious: very tasty.

Beloved: someone who is loved dearly.

Revenge: action taken in return for an injury or offence.

Companion: a friend who is frequently in the company of another.

Determined: strongly motivated to succeed.

Backyard: the gardens at the back of a house.

Camphor: a resin obtained from the camphor tree.

Hollow: a cavity or space in something.

Emerge: come out into view from hiding.

Fragrance: a pleasant odour.

Heed: pay attention to or listen to.

Comprehension

1. **Answer in one or two sentences each.**
 1. Who narrated Berunda's story to whom?
 2. Where did the big strange bird live?
 3. What did the bird find one day?
 4. How did the first head describe the fruit?
 5. What did the first head decide to do with the fruit?
 6. How did the second react to the first head's decision?
 7. Who narrated Brahmadatta's story?
 8. Who was Brahmadatta and where did he live?
 9. What were Brahmadatta's travel plans?
 10. Who was Brahmadatta's travel companion?
2. Answer in three or four sentences each.
 1. Describe Berunda.
 2. Describe the first head's decision.
 3. Why was the second head disappointed at the first head's decision?

4. How did the second head have its revenge?
5. What advice did Chakradhara give Suvarnasiddhi?
6. Who was Brahmadatta? What was his mother’s advice to him?
7. How did the mother help Brahmadatta in his travel?
8. How did the crab save Brahmadatta’s life?

3. Answer in five or six sentences.
 1. Describe how Berunda met his demise.
 2. Describe how heeding his mother’s advice saves Brahmadatta.

2. The Dream

Once there was an old woman. She was an intelligent woman. She used her intelligence only to do good to others all her life. One night, after a hard day, she fell asleep and had a strange dream. She dreamt that she died in her bed.

The dream continued. Now, from where she was standing, she could see at a distance two ornamental gates with arches. They looked alike. The arches bore “welcome” signs. Two men guarded the gates, one at each gate. They looked alike. She could see pathways beyond the gates. They too looked alike. She wanted to examine them closely.

As she walked towards the gates, a body-less voice was heard. It said, “One of them is a liar,” and fell silent.

“Oh, why am I warned like this,” the woman exclaimed, “Why should one of them lie to me? What do I want from these guards?”

It was then that she realized that she was thinking of heaven and was curious to know what it was like.

“I think one of those pathways leads to heaven, and the other to hell. I will talk to those guards,” she thought. Then she stopped. The warning came back to her.

She stood there and thought for a while. She wondered how she could ferret out the truth from them. “The chances of being told the truth seems fifty-fifty,” she thought.

But she was an intelligent woman. She thought she should frame her question well and she did frame her question well. She asked the first man she met, “Sir, please tell me what would that other guard say if I asked him which is heaven’s gate?”

The guard smiled… and pointing to his gate he said, “Madam, he would show you my gate.”

The woman now knew for sure that his gate was not the gate to heaven. She walked to the other gate. The guard there greeted her and let her in. She enjoyed her long walk to heaven and reached heaven.

At this point, the woman's dream ended. She woke up and sat in her bed. "What a dream!" She chuckled. "Was that man I talked to the liar or the truthful person? I don't know, but I made sure what he was telling me was not the truth. The truthful man would only report to me the liar's exact words, and the liar would twist the truthful man's words."

Now, a strange thought came to her mind - "My dream had a puzzle in it. Should I share my dream with my class 7 students?" She chuckled again. She lay down and went back to sleep. She died that night peacefully in her sleep.

1. Why did the woman ask the guard to report the other man's answer?
2. What were the woman's last words?
3. If her question was straight forward this is what would have happened :

Complete these conversations:

A. (The two guards are talking to each other)

G1. Look, the _____ is coming.

G2. She'll ask you _____ is the way to heaven.

G1. How will she know _____ lies to her?

G2. She can't know that. We look very much _____.

G1. But I think she is ca _____ enough to ferret out the truth from us.

B. (The woman has walked to the first guard)

Woman: Sir, are you the _____?

The first guard: What! Who said _____?

Woman: The _____

Guard: _____, I'm not.

Woman: How can I _____ you? You may be _____.

Guard: That's your pr _____.

C. (The woman goes to the second guard)

Woman: Sir, _____ is the liar, _____ or him?

Guard: _____ did he say?

Woman: He says he is truthful.

Guard: He _____ that to everyone.

Woman: I'm so confused.

3. A Day's Wait

Ernest Hemingway

Pre-reading Activity

(Have you ever been sick? If so, who took care of you? Remember the phase of your life when you experienced chronic fevers like influenza, malaria, viral fever etc. Were you, then, in the mood to take medicines prescribed by the doctor? Share your experiences with your partner.

Now, let us understand how an illness can cause panic, but with a calm mind and appropriate medication it can be overcome.)

He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was shivering, his face was white, and he walked slowly as though it ached to move.

"What's the matter, Schatz?"

"I've got a headache."

"You better go back to bed."

"No. I'm all right."

"You go to bed. I'll see you when I'm dressed."

But when I came downstairs he was dressed, sitting by the fire, looking very sick and miserable boy of nine years. When I put my hand on his forehead, I knew he had a fever.

"You go up to bed,' I said, "You're sick."

"I am all right," he said.

When the doctor came he took the boy's temperature.

“What is it?” I asked him.

“One hundred and two.”

Downstairs, the doctor left three different medicines in different coloured capsules with instructions for giving them. One was to bring down the fever, another a purgative, the third to overcome an acid condition. The germs of influenza can only exist in an acid condition, he explained. He seemed to know all about influenza and said there was nothing to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic of flu and there was no danger if you avoided pneumonia.

Back in the room I wrote the boy’s temperature down and made a note of the time to give the various capsules.

“Do you want me to read to you?”

“All right, if you want to,” said the boy. His face was very white and there were dark areas under his eyes. He lay still in the bed and seemed very detached from what was going on.

I read aloud from Howard Pyle’s “Book of Pirates”; but I could see he was not following what I was reading.

“How do you feel, Schatz,” I asked him.

“Just the same, so far,” he said.

I sat at the foot of the bed and read to myself while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up he was looking at the foot of the bed, looking very strangely.

“Why don’t you try to go to sleep? I’ll wake you up for the medicine.” “I’d rather stay awake.”

After a while he said to me, “You don’t have to stay in here with me, Papa, if it bothers you.”

“It doesn’t bother me.”

“No, I mean you don’t have to stay if it’s going to bother you.”

I thought perhaps he was a little light-headed and after giving him the prescribed capsules at eleven o’clock I went out for a while.

It was a bright, cold day, the ground covered with a sleet that had frozen so that it seemed as if all the bare trees, the bushes, the cut brush and all the grass and the bare ground had been varnished with ice. I took the young Irish setter for a little walk up the road and along a frozen creek, but it was difficult to stand or walk on the glassy surface and the red dog slipped and slithered and I fell twice, hard, once dropping my gun and having it slide away over the ice.

We flushed a covey of quail under a high clay bank with overhanging brush and I killed two as they went out of sight over the top of the bank. Some of the covey lit in tees, but most of them scattered into brush piles and it was necessary to jump on the ice-coated mounds of brush several times before they would flush. Coming out while you were poised unsteadily on the icy, springy brush they made difficult shooting and I killed two, missed five, and started back pleased to have found a covey close to the house and happy there were so many left to find on another day.

At the house they said the boy had refused to let anyone come into the room.

“You can’t come,” he said. “You mustn’t get what I have.”

I went up to him and found him in exactly the position I had left him, white-faced, but with the tops of his cheeks flushed by the fever, staring still, as he had stared, at the foot of the bed.

I took his temperature.

“What is it?”

“Something like a hundred,” I said. “It was one hundred and two and four-tenths.”

“It was a hundred and two,” he said.

“Who said so?”

“The doctor.”

“Your temperature is all right,” I said. “It’s nothing to worry about.”

“I don’t worry,” he said, “but I can’t keep from thinking.”

“Don’t think,” I said, “Just take it easy.”

“I am taking it easy,” he said and looked straight ahead.

He was evidently holding tight on to himself about something.

“Take this with water.”

“Do you think it will do any good?”

“Of course it will.”

I sat down and opened the pirate book and commenced to read, but I could see he was not following, so I stopped.

“About what time do you think I’m going to die?” he asked.

“What?”

“About how long will it be before I die?”

“You aren’t going to die. What’s the matter with you?”

“Oh, yes, I am. I heard him say a hundred and two.”

“People don’t die with a fever of one hundred and two. That’s a silly way to talk.”

“I know they do. At school in France the boys told me you don’t live forty-four degrees. I’ve got a hundred and two.”

He had been waiting to die all day ever since nine O’clock in the morning.

“You poor Schatz,” I said, “poor old Schatz. It’s like miles and kilometers. You aren’t going to die. That’s a different thermometer. On that thermometer thirty-seven is normal. On this kind it’s ninety-eight.”

“Are you sure?”

“Absolutely,” I said, “It’s like miles and kilometers. You know, like how many kilometres we make when we do seventy miles in the car?”

“Oh,” he said.

But his gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally, and the next day it was very slack and he cried very easily at little things that were of no importance.

Glossary:

Miserable: in poor condition.

Capsule: a pill in the form of a small rounded gelatine container with medicine inside.

Influenza: an acute and highly contagious viral disease causing a high body temperature (fever).

Germ: a micro-organism, esp. one that causes disease.

Pneumonia: respiratory disease characterized by inflammation of the lungs.

Purgative: a medicine that stimulates evacuation of the bowels.

Prescribe: suggest, order or authorize (a drug or medical device) for use by a particular patient.

Sleet: partially melted snow.

Vanish: become invisible.

Creek: a small narrow stream or river.

Varnished: covered by a clear shiny liquid.

Flush: make birds leave the place where they are hiding.

Covey: a group of birds.

Slack: loose.

Answer these questions.

1. How old was Schatz? What disease was he suffering from?
2. What is the relationship of the author with Schatz? Which line gives you that information?
3. How many capsules did the doctor prescribe? State the purpose of each one.
4. How does the author describe Nature?
5. “I took the young Irish setter up the road and along a frozen creek.” Who does the young Irish setter refer to?
6. Why did the writer go out of the house? What did he hunt?
7. What happened at the house in the absence of the writer?
8. What caused Schatz panic?

9. How could the author convince Schatz that nothing was wrong with him?
10. What was the effect of the clarification on Schatz? Which lines tell us about the effect?
11. Are these statements true or false:
 a. Schatz was suffering from Pneumonia.
 b. Schatz liked his father reading to him.
 c. The father shot down a fox when he was hunting.
 d. The cat in the house accompanied his father when he went out hunting.

Think and answer

1. How was Schatz really cured? Was it by medicine or by the clarification given by his father?
2. Why didn't the boy allow anyone into his room?

Discuss in groups

1. The care your parents give you when you fall sick.
2. What cured you? Is it the medicine or the care and concern of your parents?

Writing: You are Schatz and you have recovered from fever. Write an account of the day in your diary in about 60-80 words.

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